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ABSTRACT

Intended for use by individuals involved in the operation of adult literacy programs, this handbook is a compilation of the successful operational procedures that some of the directors of the Right to Read Reading Academies have used in administering their respective programs. It also attempts to address the programmatic concerns that program directors have on a daily basis as they operate their programs. The handbook suggests procedures, ideas, and materials for those functions that are particular to adult literacy programs that operate on limited budgets and make extensive use of volunteers as reading tutors. The writers of the seventeen chapters, at the time of writing, were active project directors of Reading Academies in various parts of the country. Chapter topics include (1) initial operating procedures; (2) development of job descriptions; (3) community support and mobilization; (4) budget planning and management; (5) management of volunteers; (6) supervising volunteers; (7) recruitment of volunteers; (8) retention of volunteers; (9) recruitment and retention of clients; (10) client referrals; (11) staff development; (12) instructional materials; (13) teaching English as a foreign language; (14) enrichment activities; (5) recordkeeping--forms; (16) evaluation; and (17) continuation strategies. (BM)

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Adult Literacy Program

Handbook

A Compilation of Reading Academy Program Experiences

ED186774

Edited by
Andres R. Montez
Right to Read Effort

Organized by
Stephen Thom
Right to Read Effort

CE 025 463

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Contents

Page
Preface v
Introduction vii
Initial Operating Procedures 1
Development of Job Descriptions 9
Community Support and Mobilization 21
Budget Planning and Management 25
Management of Volunteers 33
Supervising Volunteers 37
Recruitment of Volunteers 41
Retention of Volunteers 49
Recruitment and Retention of Clients 55
Client Referrals 63
Staff Development 67
Instructional Materials 77
Teaching English as a Foreign Language 85
Enrichment Activities 95
Recordkeeping—Forms 99
Evaluation 169
Continuation Strategies 177

JUL 3 1980

Preface

This handbook, entitled *Adult Literacy Program Handbook,* is intended for use by individuals involved in the operation of adult literacy programs. It is an attempt to bring together into one concise and simple document, the successful operational procedures that some of the directors of the Right to Read Reading Academies have used in administering their respective programs. It attempts to address the programmatic concerns that program directors have on a daily basis as they operate their programs.

The Handbook suggests procedures, ideas and materials for those functions that are particular to adult literacy programs which operate on limited budgets and which make extensive use of volunteers as reading tutors. Special circumstances, varied organizational structures and, in some cases local policy, may dictate procedures different from those suggested, however, the *Adult Literacy Program Handbook* should provide the directors of literacy programs basic ideas that can be adapted and augmented as local circumstances require.

The writers of the chapters, at the time of writing, were active project directors of Reading Academies. The idea for the Handbook arose from a need expressed by the directors for a guide which would help them make the best administrative decisions in operating their programs. They felt a need to share ideas, experiences and suggestions with the other directors operating in other parts of the country who possessed expertise in programmatic areas in which they felt they may have lacked information. After the general outline of the Handbook was developed, individual project directors with expertise in specific programmatic areas, were asked to write a "how to" article on a topic of their choice. Realizing that each Reading Academy is unique and that the "administrative style" of each project director is different, the contributors were asked to approach the article and to present suggestions in a manner that would have universal applicability. The reader of the Handbook should approach each chapter with the thought in mind that the suggestions presented are based upon actual experiences and, in most cases, grew out of necessity.

Finally, the articles were written voluntarily and thus incurred no costs to the Federal Government. Special credit and thanks is given to those project directors who took time from their busy schedules to contribute to the Handbook. They wrote from different backgrounds of experience, however each one with expert knowledge, and they bring diverse perspectives to the central issue: how to organize and manage an adult literacy program. The articles were written in various parts of the country and thus the total Handbook should be viewed as a collection of readings in specific content areas of administration of adult literacy programs.

Introduction

The success of any adult literacy program depends mostly upon two factors: the degree to which it offers the adult clients the type of services they need and desire and the ability of the program administrator to make programmatic decisions which result in positive advancement of the program goals. These two grossly oversimplified factors are not automatic or easily obtainable. Because, to offer relevant services and to make sound administrative decisions, imply that all other variables have been controlled. It implies that, in a literacy program, reading skills are developed in a manner which allow the adults to function effectively; that the program has effectively coordinated with other service agencies; that instruction is available at times and locations convenient to the clients; that the administrator is well trained and well versed in the field of adult literacy; that the program is adequately staffed; that the program has the support of the community, including the private sector and much, much more.

Unfortunately, no literacy program ever reaches the point that improvement is not possible. And, those that are viable and effective are usually the ones operated by the types of administrators that are constantly searching for ways to improve their programs. It is for these reasons that the Handbook was developed. Because, there is always someone who has already faced and successfully solved programmatic concerns which you may be currently facing.

As an active administrator or prospective administrator of an adult literacy program, you are or will be challenged daily by decisionmaking situations: how to best recruit and retain both clients and tutors; how to make use of the variety of social services available to the clients; how to develop a tutor training program; how to select and evaluate adult instructional materials; how to evaluate the program; how and where to locate funds for program continuation,......., etc. The Handbook attempts to present some ideas and suggestions on these and other topics which Reading Academy Directors have found to be useful and practical.

Credit is given to the following Right to Read Reading Academy Projects, the project directors and their staffs and to the staff of the Community Based Branch of the National Right to Read Program for their valuable input into the content of the Handbook.

1. Hacienda La Puente Unified School District
Valley Adult School
Reading Academy Outreach Program
La Puente, California
Ms. Laural Adler, Director

2. City and County of Denver
Denver Public Library
Right to Read Reading Academy
Denver, Colorado
Ms. Diane Davalos, Director

3. University of Northern Colorado
Consortium for Adult Reading Academies
Greely, Colorado
Dr. Joy Coy, Director

4. Evanston Township High School District #202
Right to Read Reading Academy
Evanstown, Illinois
Mr. Sidney Bergquist, Director

5. Literacy Action, Inc
Atlanta, Georgia
Right to Read Reading Academy
Mr. James Radford, Director

6. Grand Valley State College
Right to Read Reading Academy
Grand Rapids, Michigan
Mr. Faite R-P Mack, Director

7. Eagleville Hospital and Rehabilitation Center
Right to Read Reading Academy
Eagleville, Pennsylvania
Mr. Karl A. Schneider, Director

8. Arlington Public Schools
Right to Read Reading Academy
Arlington, Virginia
Ms. Dorothy Taima, Director

9. Janesville Literacy Council, Inc.
Right to Read Reading Academy
Janesville, Wisconsin
Ms. Beverly R. Griggas, Director

10. The Bridge Fund
Right to Read Reading Academy
Boston, Massachusetts
Ms. Sandra J. Page, Director

11. Delta College
    Right to Read Reading Academy
    Saginaw, Michigan
    Ms. Mildred Mason, Director
12. University of Tennessee
    Right to Read Reading Academy
    Knoxville, Tennessee
    Ms. Marion Maroney, Director

The organization of the Handbook was completed by Mr. Stephen Thom, Education Program Specialist, USOE, Right to Read with input from Mr. Thomas R. Hill, Chief, Community Based Branch, USOE, Right to Read. The editing, rewriting and coordination of publication was completed by Mr. Andres R. Montez, Education Program Specialist, USOE, Right to Read.

U.S. Office of Education General Requirements

Since the original objective of the Handbook was to assist directors of Right to Read Reading Academies, and since it is anticipated that many projects that will use the Handbook will be receiving financial support from the U.S. Office of Education, reference is hereby given to the U.S.O.E. general requirements.

All programs receiving funds from the U.S. Office of Education are governed by the U.S. Office of Education's *Education Division General Administrative Regulations (EDGAR)*, in addition to the respective legislation and rules and regulations. This document serves as the guide to answer questions of a technical nature and those which bear a direct relationship to administrative and fiscal requirements by the U.S. Office of Education. Project directors should consult this document for answers to such issues as: commencement of project activities; changes in key personnel; dual compensation; general grant terms and conditions; financial reporting; definitions; authorized forms and instructions; report of Federal cash transactions; request for advance or reimbursement; amendments; budget revisions and minor deviations; monitoring by recipients; performance reports for nonconstruction projects; limitations on costs; duration of project; cost principles for State and local governments; cost principles for nonprofit institutions; cost principles for educational institutions; accountability of Federal funds; closeout of projects; site visits from U.S.O.E. program officer; publications, and other issues.

Initial Operation Procedures

Diane Davalos

Definition of Terms

Introduction

Needs Assessment
  A. Rationale
  B. Identification of Needs
    1. Preplanning Phase
    2. Source of Data
  C. Prioritizing Needs

Determination of Objectives
  A. Translation of High Priority Needs into Objectives
  B. Categories of Objectives
    1. Operational, Instructional, Product Objectives
    2. Cognitive & Affective Realms

Operational Management System
  A. Introduction
  B. Methods
  C. Structuring the Program
  D. Time Line

Checklist

Items for Appendix

Definition of Terms
Initial Operation Procedures

Functional Illiteracy:	The absence of reading and oral communication skills necessary for effective functioning in society
Goal:	The solution to the problem stated in general terms; here the reduction of functional illiteracy in youths and adults within the service area
Needs Assessment:	A formal or informal collection of data to identify the target population, determine educational needs, and isolate any other factors relevant to ultimate program success.
Objective:	A specific, measurable program outcome expressing what is to be accomplished, for whom, when, and how it will be evaluated
Operation Management System:	Methods of accomplishing objectives, including program structure, administration, job design, and evaluation
Service Area:	The geographic area to be served by a particular literacy program
Target Population:	Those youths and adults within the service area whose reading or speaking skills render them inadequately prepared to function in society and who are the main focus of the program
Time Line:	Projection of completion dates for program objectives, expressed graphically.

"If you're not sure where you're going, you may end up somewhere else!"

Introduction

The number of illiterate individuals in the United States is astounding. The number of dollars allocated to alleviate the problem are limited. But, the human resources potentially available and the possible approaches to combatting it are limited only by the energy, enthusiasm, and creativity with which we as persons interested in literacy programs face the challenge. With this in mind, the decision was made to collect, organize, and record the information that our collective experiences as Right to Read Reading Academy Directors have uncovered. This first section discusses initial planning. Your particular situation will undoubtedly necessitate discarding some of the following suggestions and adapting others, but it is hoped that some of the sharing will help contribute to efficient program planning.

Needs Assessment

A. Rationale

The most salient reasons for using a needs assessment instrument to structure a literacy program are these:

1. If you don't know where the needs of the community lie, efforts of the program personnel will be largely misdirected.
2. Only by recognizing needs can objectives be established and an evaluation system become an integral part of the program.
3. The contact made with agencies when doing the assessment will make them aware of who you are. Furthermore, the favorable attitude resulting from participation in initial planning rather than external imposition of another program in the community is of vital importance to eventual success.
4. A demographic survey will enable establishment of satellite sites in, close to, or convenient to areas of greatest concentration of the target population.
5. The process of assessing needs will put you in contact with other organizations offering similar or conjunctive services. Awareness of each other's existence can avoid duplications and possibly lead to a sharing of resources, facilities, materials, staff development and training sessions, mutual referral of clients, and joint publicity campaigns.
6. When the time comes to seek other sources of funding, whether it be government or foundation grants, individual or corporate contributions, it is essential to have statistics on community needs and the degree of success the program has experienced in meeting them.

B. Identification of Needs

The process of carrying out a needs assessment survey is not overwhelmingly difficult, but it does require time and careful planning. Often a local university or corps of professionals will volunteer their expertise to non-profit organizations. Although these organizations have different names and different sponsoring agencies in each city (VITA-Volunteers in Technical Assistance and Action's Technical Assistants), they can usually be located by contacting your local United Way chapter.

1. PREPLANNING PHASE

This phase involves determination of what information is required, how it will be gathered, and by what means it will be interpreted. Some Academies have found that contracting consultants for this task is well worth the expense.

2. SOURCE OF DATA

a. Nationally published studies

Refer to the Appendix for a list of relevant national needs assessment studies and addresses for obtaining copies of the results.

b. Demographic information on your target area

A list of State and local organizations who generally have access to statistical data on adult literacy is also in the Appendix.

c. Surveys conducted by Program personnel

Although data collected by other organizations is useful, you will probably have to add information collected with potential program services specifically in mind to obtain the necessary data. (Several Directors mentioned that despite extreme familiarity with the target area, needs assessment data illuminated some surprising realities.)

1) Interviews of potential participants and students currently enrolled in Adult Basic Education and English as Second Language classes. Questions should be structured to:

a) identify the adult population by age, race, sex, educational and employment status,

b) determine educational needs as perceived by the population,

c) identify factors of the target population that may affect their success in learning (especially needs for finding employment, babysitting services, and transportation),

d) identify educational programs currently available to adults, awareness of these programs, and attitudes toward them. This is important when consideration is being given to establishment of satellite centers. Trying to set one up in a neighborhood where similar services exist will not only insure difficulty in securing students, but it will antagonize the agency whose 'territorial rights' have been violated. (See chapter appendix)

2) Mail survey of employers (see chapter appendix)

3) Mail survey of social service and educational agencies (see chapter appendix)

A carefully chosen task force, including representatives from the sponsoring agency, specialists in adult education, the State Right to Read office, business, cooperating agencies, and the student and tutor population will not only offer invaluable advice regarding determination of needs, but will also aid in collecting needs assessment data.

C. Prioritizing Needs

The process of prioritizing needs involves consideration of some of the following criteria:

1. total numbers of functionally illiterate youths and adults in service area,
2. non-English speaking populations,
3. racial differential,
4. age differential,
5. geographical distribution,
6. estimated income level of target groups,
7. attitudes of target population about educational programs,
8. employment profiles,
9. location and thrust of similar services—
   - bus lines,
   - health clinics,
   - housing projects,
   - recreation centers,
   - day-care facilities,
   - senior citizens lunch programs, actions centers
10. facilities and human resources available,
11. budgetary limitations on staff and materials,
12. funding Agency regulations and policy,
13. monies potentially available so that programs may continue after termination of funding.

Particular literacy programs will have to determine the relative weight of the various criteria.

Determination of Objectives

A. Translation of High Priority Needs into Objectives

This phase of program planning is a natural outgrowth of need prioritization. Consideration of the above factors will help answer questions regarding program structure and size, location of the

Academy and satellite centers, need for an English as a Second Language (E.S.L.) component, source of instructors, and methods of participant recruitment. By this time it will not be difficult to state objectives in terms that are specific enough to be evaluated and realistic enough to be achieved. At this stage of program planning, objectives should be divided into three types.

B. Categories of Objectives

OPERATIONAL—These relate to the administrative functioning of the program
i.e. "Through public media and agency referrals, recruit 25 new clients each quarter and inscribe in the program."

INSTRUCTIONAL—These relate to the degree of learning expected to occur.
i.e. "Of those clients remaining in the program at least 6 months, 60 percent will improve one reading level as measured by standardized tests."

PRODUCT—These refer to physical materials or literature that come out of the program.
i.e. "A Tutor's Manual will be prepared and reproduced by staff within 3 months of program initiation date."

2. Objectives may be further divided into cognitive and affective, and will generally relate to staff members as well as clients. Some examples of affective objectives might be:

a. "All staff members will attend at least one workshop to improve sensitivity to students' needs and frustrations and resultant behavioral changes will be measured by student input."

b. "Fifty percent of the students will improve reading for pleasure as judged by questionnaires and staff observation."

It should be kept in mind that objectives must be specific, measurable, attainable, relevant and behavioral. They should clearly express *what* is to be accomplished, *for whom, when,* and *how* accomplishment is to be measured. Certain types of objectives in the affective realm are difficult to measure, however, they should be stated in terms that are as specific and measurable as possible. In deciding what areas you wish to address in the affective domain, it may be useful to refer to the section on forms to see what kinds of questions other similar projects have used to determine attitudinal and behavioral changes. Also, the chapter on evaluation gives detailed suggestions on formulation of project objectives with an emphasis on how they are intrinsically tied to mechanisms for evaluation.

One final word on determination of objectives: since we all know what happens to the "best laid plans of mice and men," it would be prudent to consider potential barriers and plan for alternative solutions to problems.

Operational Management System

A. Introduction

For the purposes of program administration, "Operational Management System" has been defined as the methods for accomplishing and evaluating program objectives. What it includes, in actuality, are all the topics discussed in this Handbook. Therefore, this chapter will touch on organizational strategies with reference to other chapters and outside resources that deal with management systems.

B. Methods

Having determined program objectives by identifying and prioritizing needs, the next step is to decide how best to accomplish those objectives; that is, what methods will be most effective in solving the problems that have been identified. Just as every literacy program has a different situation and slightly different problems, all of us have to decide individually what the best methodologies for solving those problems will be. Generally, however, selection of methods should be preceded by these questions:

1. Who is working on similar problems in your community and which techniques seem to be the most successful?
2. Which of these programs are most successful in accomplishing what they set out to do?
3. What methods have been tried in the past and with what results?
4. What are the limitations imposed by budget, time, and resource constraints?

It may be necessary to employ different methods for different components of the program or for different sections of the service area. In addition, second and third choice alternatives should be considered since you are probably dealing with a number of unpredictable variables.

C. Structuring the Program

Once the methodologies are decided upon, the remainder of the progam can be structured. You will want to consider necessary activities relative to program functioning, delegation of responsibilities, creation of job designs, administrative hierarchy, communication channels, and evaluation procedures. The following chapters give excellent suggestions in each of these areas but the reader is particularly referred to the chapters on "Job Description" and "Staff Development" for program structuring and job design, and the chapter on "Evaluation" for tying determination of program objectives to evaluation procedures.

To sort out the tasks that lie ahead and to clarify their inter-relationship, it may be helpful to make a simple four-column chart with the headings:

Problem	Objective	Methods	Evaluation

In this way you can check at a glance and be sure that every problem is handled; that appropriate methodology is established for accomplishing each objective, and that the evaluation mechanisms are built in from the beginning.

D. Time Line (see chapter appendix)

Another device for ensuring task completion is the time line. This is simply a graphically formulated projection of target dates for the accomplishment of various objectives. It may take various forms, but one example of a graph style time line is included in the Appendix. Target completion dates are obviously not ironclad, however, they will help keep you on track and will make the staff aware of program directions, activities, and deadlines. One cautionary word: Try to be realistic in planning activities and time frames. If your program receives funding from an agency, you will be accountable for unmet deadlines.

In preparing time lines for the accomplishment of activities, it must be kept in mind that not all objectives will have a target date, and not all can be put on a time schedule. For example, many of the operational objectives will be ongoing; the product objectives can be assigned a target completion date, but the instructional objectives often cannot. The following list will exemplify how objectives might be planned within time frames.

One Time—	Submit grant application Publish Tutor's Manual Prepare E.S.L. Achievement Tests Open Four new Satellite Centers Write Student and Tutor Contracts Prepare Slide Presentation
Daily—	Reading Tutorial Sessions E.S.L. Classes
Weekly—	Orientation for New Tutors Staff Meeting Placement of Students with Tutors Follow-up Phone Calls
Bi-Weekly—	Training workshops for Reading and E.S.L. Instructors Speeches to Community Agencies for Recruitment of Participants
Monthly—	Newsletter Monthly Report to Sponsoring Agency Monthly Calendar of Events Student Progress Reports submitted by Tutors Task Force Meeting
Quarterly—	Intensive Recruitment Campaign Student Testing Certificates of Achievement Presented Budget Review
Semi-Annual—	Performance Narrative and Financial Reports due Tutor Appreciation Activities
Annual—	Application for Continuation Grant Report to Sponsoring Agency

In formulating the time line, be sure to anticipate future years' program operation including projected growth and potential additions. A time line for budgetary activities may be incorporated into the program activities time line or stated separately, depending on whether the Project Director is also responsible for the budget. To supplement the Time Line, some Academies have made use of monthly Calendars (see chapter appendix). These might include such activities as:

1) accomplishment of objective components occurring on a weekly or monthly basis and
2) workshops sponsored by other organizations, social activities, and radio, television, and newspaper coverage of the program; anything of particular interest to staff and participants

To conclude, careful planning will not only help you as Project Director to accomplish objectives, but it will also encourage staff and students to set goals, to make time frames for their accomplishments, and facilitate the learning process.

Initial Operation Procedures Checklist

- Determine community needs
  - Collect data from previous needs assessments ____________
  - Obtain additional information needed for target area through surveys of potential participants, employers, and service agencies ____________
- Prioritize needs ____________
- Formulate program objectives ____________
- Select methods to accomplish each objective ____________
- Read remaining chapters of this Handbook before determining program structure and activities! ____________
- Develop Time Line ____________

Appendix

Adult Literacy Program—Time Line (Sample)

Agency: ______________________________

Initiation Date: ______________________________

Activities Relevant to Accomplishment of Program Objectives	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Task Force Meeting		▲			△			△			△	
Intensive Recruitment Campaign			▲			△			△			△
Student Testing			▲			△			△			△
Certificate of Achievement Presentations	▲			△			△			△		
Performance Narrative and Financial Reports	▲						△					
Tutor Appreciation Activities			▲				△				△	
Application for Continuation Grant.									△			
Annual Report to Sponsoring Agency						△						
Publication of Tutor's Manual		▲										
Open New Satellite Center			▲		△			△				△

Once an activity has been completed, the corresponding triangle is blackened.

Adult Literacy Program—April Calendar of Events

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Final Day Recruitment Campaign March Monthly Report to Library due Awards Night	2 Metro State College Workshop "Politics of Agency Survival" "Conflict Resolutions"
3	4 ESL Registration for Spring Term (April 4-8) ESL Testing & Placement Reading Testing diagnostic or progress	5 Registration Testing	6 Registration Testing	7 Registration Testing	8 Good Friday	9 "Noticias" Radio Program Focus on Denver Right to Read
10 EASTER	11 ESL Classes Begin Open Satellite Center—Westwood Library	12 Reading Workshop 1:30-4:00 Byers	13 Reading Workshop 6:30-9:00 Del Pueblo	14 'Esta Semana' TV Show Featuring Right to Read	15 Student-Tutor Softball	16 Adult Educ. Resource Center Workshop Curriculum Materials Auraria College 9:00-2:00
17 KLZ Radio "Chicano Today" Interview Right to Read Student and Tutor 8:15 A.M. to 10:30 P.M.	18 Bilingual Driver's Education Part I 6-9:30 Del Pueblo School	19 Bilingual Driver's Education Part II 6-9:30 Del Pueblo School	20	21 Task Force Meeting 11:00-1:00 P.M.	22 Student-Tutor Softball	23 ESL Workshop 10:00-3:00
24 Tutor Appreciation Wine-Tasting 2:00-6:00 P.M. The Pines Apt.	25 Reading Workshop 1:30-4:00 Byers	26 Reading Workshop 6:30-9:00 Del Pueblo	27	28 May Newsletter and Calendar	29 Student Progress Reports Due Student-Tutor Softball	30 ESL Workshop 10:00-3:00

List of Organizations Providing Needs Assessment Data

1. Appalachia Adult Education Center
   Bureau of Research and Development
   Morehead State University
   UPO 1353
   Morehead, Kentucky 40351

   "Areas of Information Need"
   "Assessing Community Services"
   "Coping Skill Categories for Disadvantaged Adults"

2. International Reading Association
   800 Barksdale Road
   Newark, Delaware 19711

   Journal of Reading
   Reading Research Quarterly
   "Right to Read '77"—Bimonthly report and Bibliography by IRA under contract with the Office of Education

3. National Advisory Council on Adult Education
   U.S. Office of Education
   400 Maryland Avenue, S.W.
   Washington, D.C. 20202

   "Target Population in Adults Education, 1974"

4. National Assessment of Educational Progress
   Education Commission of the States
   700 Lincoln Tower Building
   1860 Lincoln Street
   Denver, Colo. 80203

   Annual Indices: List of publications on State and Local Assessment, Testing, Career and Occupational Development, Basic Skills

   "Functional Literacy: Basic Reading Performance," Brief summary and highlights of an assessment of 17-year-old students in 1974 & 1975. Prepared for the National Right to Read Office

5. National Association for Public Continuing and Adult Education
   1201 Sixteenth Street, N.W.
   Washington, D.C. 20036

6. National Center for Adult Statistics
   U.S. Office of Education
   400 Maryland Avenue, S.W.
   Washington, D.C. 20202

   "Statistical Report on the Condition of Education, 1978"

Suggested Agencies to Contact to Obtain Statistics on Local Adult Illiteracy

STATE

Boards of Community Colleges and Universities
Legislature
Professional Education Associations
Right to Read State Office
State Department of Adult Education

LOCAL

Business and Industry
Census Bureau
Department of Social Services
Newspapers, Radio and TV Stations
Task Force for the Adult Literacy Program

15

Development of Job Descriptions

Beverly Griggas

Introduction

Establishing a need for job design

Interviewing

Model for job design

Organization model

Sample job designs

Chapter Checklist

Introduction

There is a need for a variety of literacy volunteers within an adult literacy program. Not everyone is a tutor because he expresses an interest in the literacy effort. While an individual may initially contact your agency with the purpose of wanting to become a teaching volunteer, it is possible that there is another position available that will be of richer mutual benefit. It is necessary, therefore, to approach the job of "hiring" volunteers with a clear, concise idea of what your program needs as well as what the potential volunteer needs and has to offer. A means of doing this efficiently and professionally is through the development of job descriptions or job designs.

Establishing a Need for a Job Design

During initial staff planning it is essential that the director of the adult literacy program study organizational purpose thoroughly. This will enable him or her to construct meaningful and realistic volunteer job designs. Each program will have needs unique to its particular clientele and organizational structure making it necessary to devise jobs to attend to those needs. Job descriptions also make it possible to demonstrate the distinction between volunteer and paid staff responsibilities and to establish a clear chain of command. Recruitment of both paid and volunteer staff can then be conducted to specific tasks which together will work toward the fulfillment of the purposes and ideals of the total project through more efficient delegations of responsibility, broader program input and increased program productivity. Practically speaking, it should be possible for the volunteer to have a job description of his or her own so that he can check himself against the qualifications to see what he or she needs to learn, what he or she already possesses, and to check progress against the job expectations.

Ideally each volunteer description should be divided into a combination of nitty-gritty, mundane and challenging, creative jobs. The development of such designs will clearly be a challenge to the program director and staff. Volunteer enthusiasm, commitment, and dedication will offset the extra time spent in communicating an attractive job package that is clearly essential to the "whole" program purpose.

Dr. Aaron Levenstein in *Why People Work* cites four levels of relationships:

1. Relationship to self (image)
2. Relationship to others (1:1)
3. Self to Organizational identity
4. Self to mankind

Interviewing

In the development of job designs, in the interviews, and in volunteer placements, it is important to keep these relationships very much in mind and to develop an awareness and potential for satisfaction within each category. Although interviewing is covered in another chapter of this Handbook, it should be stated that simply handing an individual a job description upon his or her entry into the interview could be overwhelming and discouraging for the aspiring volunteer. Exercise sensitivity by explaining that he or she is not expected to assume all of the listed responsibilities at once; that the job to be performed is necessary and that as his or her skills develop, responsibility will be increased.

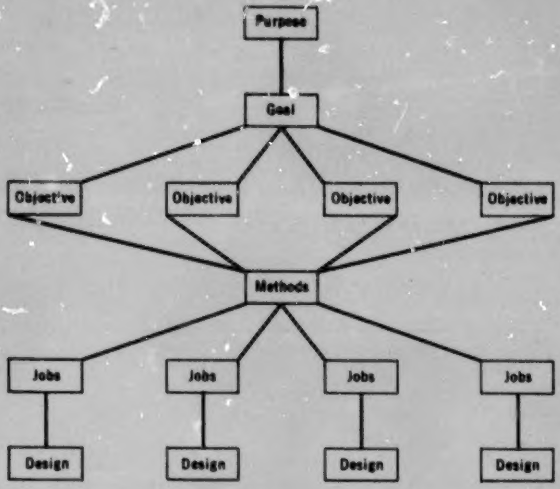
Flexibility is necessary also. It may be that "trade-offs"can be affected as volunteers discover that their strengths and weaknesses can be offset by other volunteers in other positions. It is important to be receptive to new ideas and to remember that there are often more interesting ways of reaching an organizational destination just as efficiently. Don't be afraid of keeping a position vacant until the "right" volunteer can be found. It is too easy to stop looking once a slot has been filled, thus overlooking the person best able to perform in a job capacity. Remember that awareness of program purpose and goals, effective job design, purposeful recruitment, selective volunteer placement and thorough total staff orientation will work together to provide a positive start towards a challenging, rewarding literacy program.

Model for Job Designs

The following model may be of benefit as you approach job needs and design. It is important to recognize however, that you must start from the basis of your specific organizational purpose and delivery system. Also, the model is intended only as an example and should be modified to fit the needs of each local program.

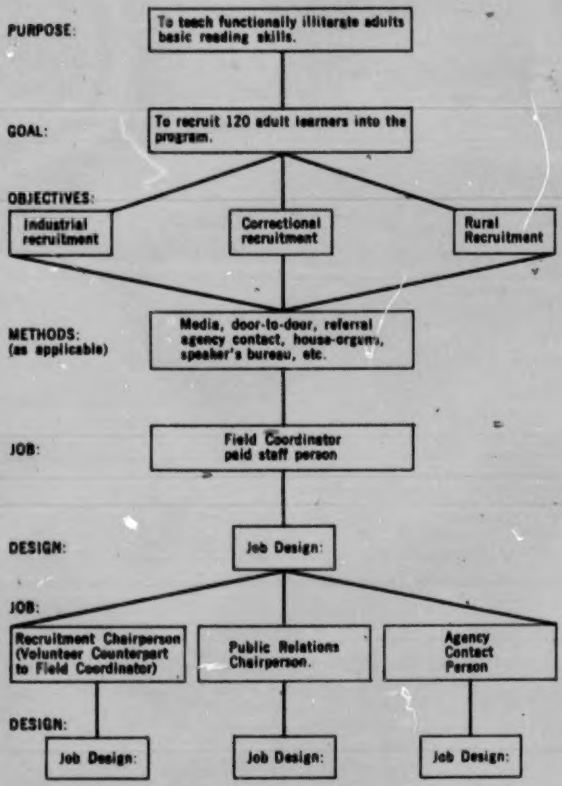
It is possible to construct program job designs from a model of this type.

Possible job development model for field coordinator within literacy program.
EXAMPLE:


Purpose
Goal
Objective
Objective
Objective
Objective
Methods
Jobs
Jobs
Jobs
Jobs
Design
Design
Design
Design

Organization Model

Following is a listing of *possible* Job Designs that could be developed within a literacy program: (*Remember*, your particular organizational structure may not be such that any or all of the jobs listed here are relevant. These pertain, basically, to a non-profit, privately maintained adult literacy program model...one particular structure of many possible structures.


PURPOSE:
To teach functionally illiterate adults basic reading skills.
GOAL:
To recruit 120 adult learners into the program.
OBJECTIVES:
Industrial recruitment
Correctional recruitment
Rural Recruitment
METHODS: (as applicable)
Media, door-to-door, referral agency contact, house-organs, speaker's bureau, etc.
JOB:
Field Coordinator paid staff person
DESIGN:
Job Design:
JOB:
Recruitment Chairperson (Volunteer Counterpart to Field Coordinator)
Public Relations Chairperson.
Agency Contact Person
DESIGN:
Job Design:
Job Design:
Job Design:

Board of Directors
Vice President
Supplies Chairman
Librarian
Editor/Tutor Newsletter
School Coordinator
Staff Secretary
Standing Committees
Board Secretary
Placement Chairman

Editor/Student Newsletter
Speaker's Bureau Chairman
Records Coordinator
President
Treasurer
Tutor Advisors
Volunteer Reading Tutor
Director of Tutor Training
Field Coordinator

Also, keep in mind that the descriptions represent an elaborate and formal structure that not all agencies or organizations may be able to use efficiently. Therefore, the structure presented should be viewed as one possible arrangement which may be adopted as it is or that may be adapted in anyway to suit the philosophy of the agency or organization.

Sample Job Descriptions

EXAMPLE:

JOB DESCRIPTION
BOARD OF DIRECTORS

Purpose: To keep over-all objectives of the program clearly in focus and satisfy itself that goals of the committees and responsible personnel are in harmony with these broad objectives.

Responsibilities:

1. Select the Executive Director and accept obligation of working effectively with the executive and through him, with the staff and volunteer staff.
2. Establish such broad policies governing the program as may be necessary to cover continuing or recurrent situations in which uniformity of action is desirable.
3. Use special knowledge and contacts of individual members in the improvement of the program.
4. Assure itself that the agency is effectively integrated with its environment and with other

organizations and public to which it is related.

5. Accept responsibility for securing adequate financial resources.
6. Assure itself that its basic legal and moral responsibilities are fulfilled.
7. Develop and abide by rules and procedures as to how its structure and operations are to be organized.
8. Give to the program the full support, prestige and leadership of the board itself and of its individual members.
9. Do everything in its power to keep its own membership able, broadly representative and active.
10. Appraise the program quarterly to assure itself that the objectives are being achieved; if they are not, then either the objectives themselves or the means of achieving them must be revised.

Designated Meetings: 2nd Tuesday of January, April, July and October as stated in By-Laws to be held at the organization's offices at 12 noon.

EXAMPLE:

JOB DESCRIPTIONS

Standing Committees

General:

All committees will be appointed by the President to serve a two-year term (with the exception of the Nominating Committee which is elected by the membership at the Annual Meeting).

The President and Executive Director will serve as ex-officio members of all Committees except the Nominating Committee.

Responsibilities:

1. The initial responsibility of the Standing Committees is to review their duties and to plan means of fulfilling these duties.

2. To initiate Committee goals, time lines, and means of evaluating progress.

3. To prepare and submit an annual budget to the Finance Committee for approval.

4. To select a secretary to take minutes, record actions or recommendations made to the Board of Directors, and to prepare an Annual Report.

Nominating Committee

Responsibilities:

1. To seek persons with talent for organization, personnel, financing, promotion, service while keeping in mind the needs of the organization, geographical location, age groupings, sex, professionalism, and those with altruistic purpose.

2. To outline the responsibilities of the particular office to those asking to serve.

3. To present a slate of Board of Director members, officers, and future nominating committee members to the Annual Meeting for election by the membership.

4. To present slate of five for Nominating Committee

By-Laws Committee

Responsibilities:

1. To review the By-Laws every two years or more often, as necessary, to be sure they are consistent with the Articles of Incorporation of the agency and that they conform to the laws of the State.

2. To be sure that the By-Laws are workable and are being practiced by the organization.

3. To convene at the request of the Executive Committee or Board of Directors when a major need arises for the study and formulation of recommendations for amending the By-Laws. To present these recommendations to the Board of Directors.

4. To become familiar with the established parliamentary procedure and to serve as resource personnel for meeting protocol at the request of the chair.

Personnel Committee

Responsibilities:

1. To interview applicants to fill the position of Executive Director and to make recommendations on the candidate to the Board of Directors.

2. To study salary ranges, increases, fringe benefits, vacation schedules and make recommendations to the Board of Directors.

3. To consult with the Executive Director with regards to the following: a) interpretation of organization policies regarding the filling of other staff positions. b) assessment of the work loads when considering vacations and closing of the office on holidays. (The Executive Director has the responsibility to hire, dismiss, and promote his staff.)

4. To draw up letters of employment agreement between the organization and staff personnel.

5. To make provision for systematic Board evaluation of the performance of the Executive Director.

6. To mediate in serious disagreement between the Executive Director, Staff, President, and other Board Members.

Public Relations and Promotion

Responsibilities:

1. To further public understanding of the policies and objectives of the organization.

2. To provide the Board and staff with an understanding of local public opinion in order to help improve the functions of the organization in the community.

3. To develop a quality public information program, to include:
   - a. month-to-month plans,
   - b. long-range plans,
   - c. evaluation techniques for measuring the effectiveness of the public relations program,
   - d. Basic approaches to include:
     - 1) materials for distribution, posters and signs, brochures and fliers, bookmarks,
     - 2) newsletter,
     - 3) community media—newspaper, radio, T.V.,
     - 4) exhibits,
     - 5) Speaker's Bureau.

4. Work cooperatively with other committees in setting up and designing fair displays. Appoint booth demonstrators, contact fair personnel, etc.

Finance Committee

Responsibilities:

1. To establish an annual operating budget and to submit it to the Board of Directors for approval.

2. To review monthly operations of the agency and report to the Board of Directors.

3. To consider budget adjustments and make recommendations to the Board of Directors for approval of line item changes.

4. To prepare and present to the Board of Directors an annual audited statement.

5. To advise Committee chairmen of allocation within annual budget as based upon their projected needs.

6. To review and consider budgets as submitted by Committee chairpersons.

Program Development

Responsibilities:

1. To work cooperatively with the Executive Director in initiating and carrying out the functions of tutor/student recruitment, tutor training, placement and supportive services.

2. To assist the Executive Director in evaluating the progress of the program.

3. To develop methods for recognition of volunteer and student achievements.

4. To cooperatively plan the In-Service programs with the Executive Director.

5. To assess student needs as they are expressed and to consider these needs in reviewing the curriculum.

6. To review tutor training techniques periodically and make provisions for updating them such as the following:
   - a. introduction of new materials
   - b. provisions of supportive services, i.e., field trips, specific task training packets.

7. To work cooperatively with the Executive Director in projecting a timeline and goals for the fiscal year,
   - a. establish priorities, i.e. outreach
   - b. setting workshop dates and times,
   - c. establishment of training teams,
   - d. projecting needs for numbers of tutors, ESOL, and writers.

EXAMPLE:

JOB DESCRIPTION

Title: President

Responsible to: The Board of Directors

Two-year term of office or until a successor is elected. To be elected by the membership at the annual meeting or by the Board of Directors at their annual meeting. Definition of terms of office to be found in the By-Laws.

The President must be familiar with all aspects of the program and the volunteer membership; have ability to delegate responsibility; knowledge of parliamentary procedure and the By-laws of the project; ability to be nonpartisan; ability to encourage volunteer participation in all aspects of the program.

Responsibilities:

I. To work jointly with the Executive Director to:
   - A. Assure the implementation of policies and programs.
   - B. Keep the Board of Directors, Executive Committee and all Standing Committees informed of all essential matters of operation.
   - C. Recommend the best qualified persons for specific assignments.

D. Develop Board and committee leadership and orientation.
E. Act as the official representative of the Program to outside persons, guests, or other organized bodies, or designate another person with special expertise to represent the Program.
F. Be aware of monies available to the Program, investigate relevance to programming, and report to Board of Directors for their consideration as to further investigation for funds.
G. Prepare necessary documents for negotiation with funding agencies and submit to Board of Directors for their approval.
H. Prepare the annual report.
I. Keep informed of other State and national literacy programs and share information with other members.

II. Separate duties:
  A. Call regular meetings as set by the By-Laws and established policy.
    1. The Annual Meeting—as set by the By-Laws for the fourth Wednesday in April.
    2. The Board of Directors—meeting quarterly on the second Tuesday of January, April, July and October.
    3. The Executive Committee—meeting monthly on the second Wednesday.
    4. In-Service meetings as suggested by the Executive Director, Executive Committee and volunteer tutors.
    5. Special meetings as provided for by the By-Laws.
  B. Prepare meeting agendas and arrange for the mailing of them prior to meetings of the Board of Directors and Executive Committee.
  C. Administrate the efforts of the Executive Committee.
  D. Establish authority and responsibility in the position of the Executive Director within the perimeters set by the Board of Directors.
  E. Be sure that the Executive Director, members of the Executive Committee and committee chairmen carry out their responsibilities to provide adequate reports and statistical information as have been specified by the Board of Directors.
  F. Present the annual report for the membership at the Annual Meeting.
  G. Sign all acts or orders when necessary or delegate upon the approval of the Board of Directors the power of attorney.
  H. Fill vacancies on committees in consultation with the Executive Director.
  I. Receive constructive criticism of the Executive Director or staff and convey those suggestions to the Executive Director or refer to the Personnel Committee and vice versa.
  J. Participate in advanced training workshops, conferences, or conventions offered by the program, State or national affiliations.

EXAMPLE:

JOB DESCRIPTION

Title: Board Secretary

Purpose: To record accurate notes of whatever Program business is transacted, and from these notes prepare minutes, which are the official records of the organization.

Place of Work: Meetings as designated by the President and Board of Directors.

Hours: As necessary.

Duties:

1. Keep careful and authentic records of proceedings.
2. Take notes so that the exact wording of a motion or motions pending may be furnished during the meeting.
3. Search minutes for information which may be requested by officers or members.
4. Prepare roll of members and call it when necessary.
5. Call meeting to order in absence of presiding officers.
6. Preserve all records, reports and documents of the organization except those specifically assigned to custody of others.
7. Provide the president or chairman at beginning of each meeting with a detailed order of business, including list of unfinished business, of committees which are to report, and of announcements.
8. Provide chairman of each committee with list of members of his committee and with all papers called and instructions intended.
9. Read all papers called for membership.

10. Authenticate all records by his own signature.
11. Have available at all meetings copies of constitution, by-laws, and/or standing rules of the organization, together with a list of all standing and special committees.
12. Carry on official correspondence of organization and keep file of it if there is no corresponding secretary.
13. Read necessary correspondence at meetings, reading signature first before contents of letter.

Duration of Job: Two years.

Volunteer Qualifications: Ability to be reliable, factual and concise. Able to write minutes to include only business transacted, not discussion, personal views, opinions or comments.

Orientation and Training: By the Board of Directors, By-Laws, Roberts Rules of Order.

Responsible to: Board of Directors

EXAMPLE:

JOB DESCRIPTION

Title: Staff Secretary

Purpose: To handle office functions in an orderly and efficient manner

Place of work: Project offices

Hours: 8 a.m. – 5 p.m.

Duties:

1. Route mail
2. Keep calendar of events and reports
3. Update bulletin board, maps, etc.
4. Keep track of petty cash, book sale money, etc.
5. Answer phones and relay messages
6. Phoning as necessary
7. Typing: mailing lists, labels, correspondence, reports, etc.
8. Maintain office and supply closet
9. Inventory books and supplies for the program
10. Order necessary supplies for office and duplicating needs
11. Operate mimeograph and photocopier
12. Maintain files
13. Prepare CETA reimbursement forms monthly
14. Prepare purchase orders and check in incoming materials and inventory
15. Keep updated file of members
16. Assist with interviewing as necessary
17. Assist with bookkeeping, as needed
18. The following are to be cleared through the Executive Director and placed on the monthly work calendar:
    a. For *President:* correspondence, set up meetings and gather information; type; mail agenda
    b. For *Student-Tutor Coordinator:* maintain tutor-student files; update tutor advisor lists; mail calendars
    c. For *Speakers Bureau Chairman:* Type new copy of script when needed
    d. For *Director of Tutor Training:* keep records of various workshops; keep lists of prospective tutors; correspondence; telephone work regarding workshops
    e. For *Librarian:* card and record new books, keep inventory of existing libraries
    f. For *Newsletter editor(s):* prepare stencils from dummy; artwork; mimeo, label and mail newsletters
    g. For *Recruitment Chairman:* keep list of prospective students and tutors; correspondence and recordkeeping; record sales of recruitment kits
    h. For *Secretary:* type stencils of minutes and duplicate; mail same to members; keep mailing list updated, addresses current
    i. For *Writers Group Co-Chairmen:* assist in duplicating new materials as needed, organize mailings, record sales
    j. For *Executive Director:* Correspondence and various office functions as necessary
    k. For *Field Coordinator:* Correspondence and various office functions as necessary

Qualifications: Must be able to type and run office equipment such as typewriter, xerox, mimeograph. Filing skills essential, some bookkeeping; pleasant and cooperative attitude; must enjoy working with and meeting people; neat and accurate.

Orientation and Training: On the job. Must be willing to take Basic Workshop Training for tutoring and take a student.

Responsible to: Executive Director

EXAMPLE:

JOB DESCRIPTION

Title: Placement Chairman

Purpose: To thoughtfully and meaningfully place trained volunteer tutors with participants for the most productive student/tutor teams.

Place of Work: At home and at the project office as necessary.

Hours: As necessary.

1. Keep a loose-leaf notebook with the following information:
   a. Name, address and phone number of student and tutor
   b. Age
   c. Highest grade completed; where attended school.
   d. Where employed and working hours.
   e. When available for lessons.
   f. Transportation needs.
   g. Where convenient to meet for lessons.
   h. Referred by:
   i. Any physical problems mentioned.
   j. Preference for a male or female—tutor or student.
   k. Any goals or interests mentioned.
   l. Any additional information that might be helpful to the tutor.
   m. ESOL students—is English spoken in the home—what education attainment in former country.
   n. If any testing conducted to evaluate reading level—possibly from a social worker.
2. Prepare a *Student Data Sheet* to include date tutoring started and tutor's name, etc., and place in active student file.
3. Contact a tutor you believe will be the best for the student in question and inform him that the student should immediately be contacted by phone or in person.
4. Provide the tutor with a *Student Progress Report* which will be the start of the tutor's recordkeeping responsibilities. Include other forms and instructions for use.
5. Check within 10 days on whether or not the assignment is working out. If not, investigate, and possibly make another assignment.
6. Work closely with the Field Coordinator concerning new tutors and students who have been recruited.
7. Help in the development of new recruitment techniques.
8. Prepare a student file folder to be kept at the office for each student, to include the following:
   a. student referral information,
   b. tutoring and attendance calendars as they come in,
   c. student check-up reports,
   d. any diagnostic information and prescriptive techniques suggested,
   e. Skill Book Diploma stubs,
   f. any other relevant information.
9. If a student was referred by an agency or a school, a Student Referral Form is completed and a copy sent to the agency or school to inform them of what has transpired with the student.
10. Assign a tutor advisor and give this information and instructions for reporting to the tutor.
11. Contact the Tutor Advisor and give information about the tutor and student "match."
12. Send copy of the *Tutor Data Sheet* to the Tutor Advisor.
13. If tutoring must be interrupted for any more than a two week period, be prepared to make a temporary assignment.
14. At the termination of a student/tutor assignment, record all of the pertinent information of the Student Data card.
15. Attend last session of each workshop to explain placement, etc.
16. Be prepared to give more information about the program.

Duration of Job: Two years

Volunteer Qualifications: Must have an understanding and compassionate interest in others. Knowledge of recordkeeping and form development. Time to spend telephoning for initial contacts and follow-up. Ability to work cooperatively with Field Director and assistant and communicate on a regular basis through telephone and personal contact.

Responsible to: Program Development Chairman

EXAMPLE:

JOB DESCRIPTION

Title: Field Coordinator

Purpose: To seek out and enroll functionally illiterate youth and adults for reading instruction. To seek out and enroll volunteer tutors for the purposes of providing one-to-one reading instruction to functionally illiterate youth and adults. To work with the Executive Director in the establishment of Satellite reading centers.

Place of work: Program office and within the city and county while making calls.

Hours: As designated and as needed during the evenings and weekends

Responsibilities

1. Become familiar with the programs and per-

sonnel of social service agencies and refer participants to other agencies when appropriate (for example, Department of Social Services, CAP, etc.)

2. Develop contacts with the agencies, business and industry to solicit referrals to the literacy program.
3. Make follow-up calls on all prospects referred to the council.
4. Make calls on former participants who did not complete reading education, determine reasons and attempt to recruit them back into the program.
    a. systematically investigate reasons for student attrition and ways to combat it
    b. develop survey forms for interviewing 1) tutors, 2) students
    c. enlist the support of a student attrition committee (utilizing the two Board of Directors representatives and others with leadership potential) to study reasons for student attrition and attitudes of failure
    d. on the basis of data collected, experience and participant input, the recruiter will develop recommendations which may include improved tutor techniques, and/or additional program services (transportation, babysitting, counseling, or other), and/or additional or improved teaching materials
    e. compile data on reasons for participant dropouts from:
        1) interviews with participants
        2) existing information on prospective participants
        3) recruitment techniques tried
    f. as an ongoing process, the recruiter will make contact with active participants (or enlist others to do so) to see that there are not problems threatening learning situations. This will be done in cooperation with the tutor advisors. (Employ participants on home visit teams when possible.)
5. Maintain complete records of:
    a. calls made
    b. information on prospective students and tutors
    c. recruitment techniques tried
    d. other data as requested and/or necessary
6. Study recruitment techniques and periodically evaluate methods being used. Make appropriate recommendations for change.
7. Work with Executive Director to develop satellite programs where the need exists. Construct and implement needs assessment where necessary.
8. Obtain signed satellite agreements sponsoring satellites (locations/coordinators).
9. Make arrangements with satellites for workshop dates and facilities. Consult with Director of Tutor Training to clear dates, etc.
10. Call prospective tutors in advance of workshops and set up appointments for interviews and collection of workshop fees.
11. Supervise participant recruitment efforts at each satellite.
12. Attend recruitment workshops or enroll in recruitment course.
13. Give audiovisual presentations and talks when needed.
14. Cooperate with the audiovisual (speaker's bureau) chairman in developing presentations, scripts, etc.
15. Work with public relations committee on development of and preparations for display booth(s) for shopping malls and other public demonstrations.
16. Write informative monthly article for newsletter.
17. Provide written reports as requested by Executive Director.
18. Work cooperatively with Executive Director and appropriate committee chairpersons in devising, implementing and evaluating timelines for:
    a. satellites
    b. workshops
    c. agency contacts
    d. publicity and public relations

Orientation and training: College degree preferred with courses and experience in reading or statistics or adult basic education. Must be sensitive and sympathetic to problems of disadvantaged and/or undereducated adults. Must be able to relate to the adults in the program effectively. Have a basic understanding of data collecting and analysis techniques. Have transportation and willingness to drive 100–150 miles weekly.

Orientation: On-the-job under the guidance of the Executive Director

Responsible to: Executive Director

EXAMPLE:

JOB DESCRIPTION

Type of Work: Tutor Advisors

Purpose: To act as a personal contact between the tutor and the Placement Chairman.

Place of Work: As convenient.

Hours: As necessary.

Duties:

1. Be a contact person for the 6-10 tutors assigned to tutor advisor.
2. Keep up-to-date personal records (names, addresses, phone, background, students assigned, etc.) on the tutors assigned.
   a. note student's name,
   b. date assigned,
   c. place and time of teaching,
   put on record sheet; adding other information as needed.
3. Make initial phone call to tutor as soon as assignment is made, introduce self and give telephone number and offer of help to tutor.
4. Make quarterly calls to tutors.
5. Check progress of student and tutor.
6. Be encouraging, or just a sounding board, for the tutor's experiences.
7. Report program and in-service training needs to office.
8. Report any change of status of tutor or student to Placement Chairman immediately.
9. Send in final report to office including reason for termination.
10. Notify the Placement Chairman if any tutor can and will take a second student.
11. Send in monthly tutoring and attendance calendars promptly to office.

Duration of Job: A minimum of two years.

Volunteer Qualifications: The same as for Volunteer Tutors.

Orientation and Training: In-Service held under the direction of the Placement Chairman. Must be a certified tutor.

Responsible to: Placement Chairman

EXAMPLE:

JOB DESCRIPTION

Type of Work: Volunteer Reading Tutors

Purpose: To provide youths and adults reinforcement through a one-to-one relationship and addiional close personal attention in helping nonreaders learn to read.

Place of Work: Reading Room or one of satellite locations.

Hours: Minimum, after a 15-hour training session. 2 times per week for 1-1/2 hours; days spaced to allow for independent work by student, regularly and on time.

Duration of Job: One calendar year minimum.

Duties: After the 15-hour workshop, the following is expected:

1. Provide encouragement and support as a friend by:
   a. helping your student develop a positive self-concept and self-worth by complimenting him or her on his thinking, lesson, and even appearance.
   b. showing acceptance of student by listening to what he or she has to say, demonstrating personal concern,
   c. helping student develop positive attitude toward learning, by giving him other learning tasks he or she is able to perform and by telling him or her that he or she has performed well,
   d. encouraging student to continue to respond to difficult materials by being receptive rather than berating for mistakes,
   e. understanding reasons why student is having trouble learning to read.
2. Give student lessons made up just for him or her.
3. Review with student the work he or she has done at home.
4. Report to tutor advisor at regular intervals, on student progress and any change in class schedule.
5. Keep record of student's progress.

Volunteer Qualifications: Dependable and prompt; interest in others and ability to relate to them; compatible to their needs; respect for confidentiality; education—no limitations (above the literacy level) flexible, friendly, patient and optimistic. Sense of humor is helpful.

Orientation and Training: 15 hours basic tutor training in teaching reading to functionally illiterate youths and adults.

Responsible to: Tutor advisor.

Checklist

Have you.......

1. Defined your organizational
   a. purpose, ____________
   b. your immediate goals and objectives? ____________

2. Determined *how* (methods) you're going to achieve the above mentioned? __________
3. Decided what jobs are necessary to fulfill these needs? __________
4. Now, redefine each job in the same terms as Steps 1-3 and work through the model format for each job design. __________
5. Develop an organizational model __________
6. Now, you are ready to design model jobs for each *position* in your agency. __________

Community Support and Mobilization

Laural Adler

Introduction

Identify the Needs

Review your Objectives

Identify your Community Resources

Using Community Resources for Student Recruitment

Using Community Resources for Volunteer Recruitment

27

Introduction

A strong interdependent relationship with the community is essential for the healthy survival of an adult literacy program. Program staff must be sensitive to both the needs and the strengths of its community. Effective public support and mobilization is vital to the successful recruitment and retention of both potential students and tutors. The following pages describe some effective ways of identifying community needs and resources, plus establishing strategies for meeting those needs and adequately mobilizing all resources available to the program. This chapter will also explore ways in which a program can fully utilize community organizations to efficiently recruit and retain both students and volunteers.

Identify The Needs

A thorough knowledge of the needs in your target area will help you to identify those organizations and agencies within the community which will most likely be of help to you. If you haven't done so already, organize a community advisory group or task force to help you identify these community needs.

Begin by reviewing the answers to important questions such as: How many adults in your community haven't finished high school or elementary school? How many teenage dropouts are there who are out of work and out of school? Is there a youth gang problem in your area, and if so what kind of approaches are currently being used to involve these young people in meaningful activities? What is the unemployment rate in your community? What is the average income level? Is your community mostly white-collar, blue-collar, high welfare case loads? Much of this data is probably included in your project proposal.

Special needs should also be emphasized such as the identification of predominant languages spoken in addition to English; the targeting of special needs groups such as physically handicapped; gangs; correctional institutions; halfway houses, etc. Unique limitations within your community should also be recognized. Examples might include limited public transportation; lack of low cost child care facilities; geographical boundaries such as railroad tracks; dead end streets; lack of sidewalks; limited classroom facilities for adults, (especially near the target areas) and lack of recreational facilities.

Review Your Objectives

The objectives in your original proposal will also help provide the guidelines to the types of community support and mobilization that you will need. Information such as the target population to be served and the initial class sites to be used will also dictate the types of community agencies and organizations that you will want to involve. It is also important to consider the number of students the program aims to serve, the number of volunteers to be recruited and the type of training to be used with them, the average hours that it is expected a student will remain in the program, and the average reading growth expected. Additionally, it is wise to examine the possible additional benefits that a student might receive as a result of receiving reading instruction. These might include new employment, continuation in a high school completion program, enrollment in job training, etc. Thus, if one goal of your project is to provide a referral system to other programs, this will also affect your community mobilization strategies.

Identify Your Community Resources

Your local chamber of commerce is a good source for an up-to-date list of local service organizations and their presidents. Some agencies and organizations will best be used as sources of students, while others may yield both tutors and students. At this point it is also important to brainstorm with your staff and task force to come up with a list of all possible community resources, for both tutors and students. Your list should include such agencies as existing adult education programs, vocational programs, mental health agencies, public health centers, community centers, service organizations (YWCA, YMCA, Kiwanis, women's clubs, etc.), law enforcement agencies (youth authority, police, sheriff, probation), church groups, public service agencies (employment department, food stamp office, AFDC, Department of Rehabilitation, Social Security, Legal Aid, etc), local public schools, counseling services (alcoholism, drug, marriage, vocation), youth organizations (especially those who cater to drop-outs), parent education programs, day-care service agencies, television and radio stations, etc. The private sector should also be explored since there may be numerous businesses which could be of help in identifying and recruiting both potential volunteers and students. Some businesses may even welcome a tutoring group on its premises if they have a number of employees whose work would be improved by receiving reading instruction.

After every possible community resource has been explored, two sets of strategies should be developed—one for using these public resources for the recruitment of students, the other for utilizing appropriate community resources for the recruitment of volunteers.

Using Community Resources for Student Recruitment

The community resource checklist should now be divided into a student resource list and a tutor resource list, with several agencies most likely appearing on both lists. Recruitment sources of students include local libraries, parents of local elementary school children, public health department patients, law enforcement referrals, gang diversion programs, department of motor vehicles, local factories and other businesses, unemployment office, recreation department, housing projects and other large apartment complexes, Department of Public Social Services, Department of Rehabilitation, Social Security Administration, etc.

One way to encourage community agency support of your reading program is to actively involve yourself and other staff members in the support of the targeted agencies. Your participation in agency advisory councils is a good way to build communication, and keep your program in the public eye. Social agency people who have gotten to know you and your program personally are more likely to refer potential students to you. Attending city council meetings and local school board meetings will also help you in contact with leaders of your community and with their perceptions both of community needs and sources of possible support.

The following are three examples of effective recruitment techniques using some community resources aleady mentioned. If you have established a good communication with the agencies mentioned, these suggested activities should prove highly successful.

1. Get permission from the Public Health Department to go into the clinic waiting rooms to talk to patients while they are waiting to see the doctor. One effective recruitment technique is to give a sample teaching demonstration several minutes in length, using a health related topic to teach a reading skill. For example, the recruiter could give a ten minute lesson on properly reading medicine labels and dangerous household product labels. By doing this you are providing a valuable service to the health department by giving their patients essential information while at the same time catching the attention of the patients and hopeful interesting them in coming to classes. Don't simply hand out flyers to patients in the hope that they will contact the program. Obtain names and phone numbers of interested patients before you leave the clinic.
2. Obtain permission from the Department of Motor Vehicles to set up a table and provide help in filling out the necessary forms. Those having difficulty with this task are also potential students. Again, when a patron shows interest in receiving instruction, sign him up immediately, and then contact him or her as soon as possible about attending. The more time you let slip by between initial recruitment and follow-up contact the more students you will lose.
3. Establish a good relationship with the elementary school principals and teachers, in the targeted neighborhoods. Elementary school staff can refer parents of students whom they believe may need reading instruction. Also you can get permission to send easy to read flyers home with the school children as another way of recruiting students.

You can also use the services of community agencies and local businesses as a means of retaining students in your program. Assisting students with other pressing needs such as getting food stamps, job placement, emergency housing, legal advice, etc., will help them to remain in your reading program by reducing their frustrations and needs in other aspects of their lives. An up-to-date list of community agencies who provide such needed services plus an updated list of businesses currently hiring, will be a tremendous asset to your program.

Using Community Resources for Volunteer Recruitment

Personal contact with and involvement in as many community organizations as possible will increase your chances of mobilizing support from those agencies in your recruitment of volunteers. As mentioned before, membership on community advisory councils, and attendance of public meetings is a good way to allow your community to interact with the program staff. Also, be willing to volunteer yourself and other qualified staff members to speak before group meetings and luncheons, as an additional means of volunteer recruitment. If you have a project newsletter put all appropriate community organizations and local businesses on your mailing list. Additionally, use the local newspapers, radio and television to keep your program constantly in the public eye. Multiple exposure over an extended period of time is a highly desirable technique in keeping the community aware of your existence as well as having them regard you as a positive addition to their neighborhood.

Community sources of volunteers include local service clubs, local universities and colleges, senior citizens organizations, and your nearest voluntary action center. Special programs such as CETA, college workstudy, Vista and RSVP are also good tutor sources, if any or all of these programs exist in your community. Service organizations which are most often helpful are women's clubs, the American Association of University Women, business and professional women's organizations, Lion's, Kiwanis, and other similar associations.

In summary, if you want your program to be a viable element in the community, "marry" yourself to as many organizations, and agencies as possible. Lasting community support also gives you a much better chance of your literacy program surviving and continuing its services even after your financial support has ended.

Budget Planning and Management

Sidney Bergquist

- Introduction
  - Planning Principles
  - Management Principles
- The Planning Cycle
  - Needs and Limits of the Program
  - Priorities
  - Alternatives
  - Budget Draft
  - Testing the Budget
  - Finishing the Budget
  - Getting Advice
- The Management Cycle
- Summary

Introduction

Many people see the process of budget planning and management as something difficult and quite technical. While it is true that certain regulations and rules must be followed in drawing up and using a budget, common sense tells us that two basic reasons exist for having a financial road-map or budget are:

1. to assure that what is planned can be accomplished, and
2. to keep track of how money is being spent.

This section of the Handbook will show how several principles of budgeting are applied in planning and management of an adult literacy program.

A. Planning Principles:

1. A properly drawn budget converts desired aims, needs and activities into financial terms.
2. A budget tells you if these aims, needs, etc. fall within the limits of available time, money and effort.
3. A well-planned budget assures that normal and legitimate expenses of a project will be anticipated and that money will be available to pay them when needed.
4. A well-written budget will distinguish between **fixed** costs (those that can be set and do not change through the term of the funding) and **variable** costs (those that change or come and go through the term of the funding).
5. It will also distinguish between **direct** costs (that are payments for specific services and materials) and **indirect** costs (which are added percentages of salaries or other direct costs to cover overhead items such as the use of buildings, heat, management of the payroll, and other incidental costs).

B. Management Principles:

1. A properly drawn budget will make it possible to find out in a short time how much money you have spent and how much you have left to spend for any type of item at any given time.
2. The budget will provide basic information needed to evaluate many of the functions of a program.
3. Budget records and statements can provide an ongoing assessment of individual and group performance in line with the aims and priorities set for the academy.
4. The budget will become a tool for management of the project and for anticipating the regular activities and limitations of the project and its staff.

The Two Cycles of Budgeting

The following sections of the present chapter will detail two cycles or functions for planning and managing your project through the appropriate use of a budget. The first of these cycles is the *Planning Cycle*, in which a budget is originally constructed on some reasonable and rational grounds, while the second is a *Management Cycle*, that assures that the budget is adhered to and used to generate information for evaluation and eventual modification of the project. A final section of this chapter will show the use of several types of **time-lines** in connection with a budget to achieve maximum benefits of the information derived from a budget.

The Planning Cycle

A. Needs and limits of the Program

A first step in budget planning involves virtually all of the activities detailed in the chapter on the initial operation procedures. In planning a project it is highly inadvisable to start working on a budget prior to having a clear understanding of the basic outline of procedures and priorities that have led to the determination of your project and its basic structure. For this reason, you should approach your budgeting process with a program draft in at least rough form before starting to assign too much money value to each of the activities and operations that are implied therein. Naturally, you cannot be entirely idealistic in your expectations for unlimited funds, however, the creative aspect of project and budget planning does involve programs first and budget only as the secondary and enabling aspect of your proposal development.

B. Priorities

After you have determined the basic outline for your program, attempt to assign some system of priorities for each of the critical areas of your operations that will involve the expenditure of money. These categories are staffing, materials, support services, including temporary personnel and consultants, and finally indirect costs. This means that, for example, in the area of staffing you will have to ask first what is the most important thing that the staff of this project can do. Clearly, in most adult literacy programs it is to facilitate the tutoring or teaching on a one-to-one basis of the clients in the target population. Such a determination would place the staffing requirement for a trainer of tutors fairly high in your list of priorities. Listing of job descriptions and the activities involving each potential staff position will have to be handled in a very careful manner at this point. Referring to the previous chapter will give you some examples of appropriate program activities, however assigning of priorities to these activities will be equally important at this point of determining your budget since you will have to convert all effort and materials to specific cost terms.

C. Alternatives

At this point, after having your general structure and outline for staffing, you should be prepared to consider alternatives that would (1) combine various staff positions, (2) use non-paid staff that are provided as support through another agency and, (3) obtain materials and other support services from other groups and agencies though not always necessarily through direct payments to the project you are planning. The consideration of alternatives will have considerable implications for the structure of a program at this point. When you consider alternative patterns for staffing and operations you should include the participation of potential staff members in the planning. If many of the staff are not readily available or would have to be hired specifically for these tasks, then you might well consider if it would be appropriate for you to even undertake such a program effort. You will be placing a considerable burden on any new person coming in to do not only the job you were hiring him or her for but also to become acclimated to the situation within an almost impossibly short period of time. Therefore, in considering alternatives for staffing and operation give careful thought to what is going to happen to the individuals you are designating as your staff as well as the way in which they will be able to use the resources that you will be purchasing through the budget you are designing. Involvement of those affected by such decisions in the decision process itself as well as careful discussion with all segments of your communities will reap considerable benefits at a later point.

D. Budget Draft

Now you would be ready to prepare a draft budget or perhaps several alternative forms of your budget. Each would include those four major categories of staffing, materials, support services, and indirect costs. At this point it is probably not too important to adhere rigidly to the funding agency's classifications for anything but the staffing category since the remaining monies can be easily adjusted among categories. It is also possible that you will not need at this point to look too carefully at the exact amounts that limit what you may spend on your program. For example, if the funding limitation is $60,000, and you know ahead of time the major portion of that total amount will go into staffing. Allowing about half of your money ($30,000) to salaries in a draft budget would not be unreasonable.

On the other hand, you should also have a clear understanding by this point of the local requirements for **indirect** costs. This is an item in most budgets that the funded agency (school district, college, community group, etc.) receives from the government for a whole range of services to the project that cannot be otherwise detailed. These services include the use of space, heating and lighting, administration of the budget and other similar support for this project and all activities of that funded agency or school that are often taken for granted until you are asked to develop this part of your budget. Such indirect costs rates have been known to range from a few percent to as high as 70 percent. Indirect costs are figured either on the entire budget or in some cases on the basis of a percentage of regular paid staff salaries. Unless this overhead rate (indirect costs) is a small percentage in the calculation it would be well to deduct that percentage of the total allowable costs prior to drafting your budget for staff operations, materials and support services. Thus, if the total allowable costs are $60,000 for your type of project, and the indirect cost is calculated at a 30 percent rate, then subtract $18,000 (30% × $60,000) to arrive at a total **direct** expenditure allotment of $42,000. With this latter figure in mind, a more realistic drafting of amounts for staffing, etc., can be carried out. And, it is your responsibility at this stage to determine what that indirect cost rate is and how it is to be calculated. In addition, most institutions that have received a Federal grant in past may already have an approved indirect cost rate for certain types of grants on file with the U.S. Office of Education.

E. Testing the Budget

Once you have a draft or several alternate drafts of your budget it is time to test each of them against a number of the criteria that will help you determine which is the most effective way to proceed with your budget planning. The following tests are recommended:

(1) Check each item of your budget to determine if it matches with the **needs** and **priorities** as you have defined them in your earlier program planning stage. Ask if significantly lowering or raising the amount for each of these budget items will affect either positively or negatively the chances of your meeting those needs and priorities as you have previously determined them. This could be thought of as "trying on the budget for size" and will likely result in your rejecting some of your alternate forms of the budget as well as some of your principal expenditures.

(2) Question whether you have considered all possible or potential **alternatives** for other support and funding for this project and each of its activities. Look at each budget item and ask if there is some way that this item can be paid for or obtained from a source other than the funding agency. Naturally, there are distinct advantages to having the expenditures for a project consolidated under one funding source. There are certain questions of control of the activities these monies represent and the responsibilities of the staff involved. However, if the same job can be accomplished by an alternate source of funds, then the project could be strengthened and linked more closely to the community and the home base of its operations.

(3) Check very carefully to see that your major items of **expenditures,** particularly those for staffing, are commensurate with **responsibilities** that are placed on the individuals involved. This is also the time to check to make sure that lines of responsibility from a director, to a coordinator and to a tutor trainer, etc., are clearly indicated in your levels of salary payment and other provision for support and materials in your budget. Much future wasted effort and squabbling can be avoided if a person feels he is being paid and supported in a way that matches his responsibilities and qualifications for his job.

(4) Test the **cost-efficiency** of the program by comparing it to other programs you are aware of or to the alternative forms of your budget. A very simple way to do this is to ask how many people will be helped and to what extent by the expenditure of the number of dollars you have budgeted. Then divide the number of individual units of projected gain (on reading scores or other measures) into the number of total dollars expended for a gross estimate of the cost of each unit of improvement to the funding agency and to your project.

(5) See if your budget is going to allow for **information** to be accumulated **for evaluation** of the project. For example, do you have clear specifications of the numbers of hours and duties to be performed as well as the rate at which the individual will be paid? Will you be able to tell how many dollars you had spent for materials and other services for each of your clients? Will other measures of cost efficiency (such as those in (4) above) tell you whether or not you are achieving the aims of your project in a way that incurs the least possible cost or expense?

(6) Will you be able to set up **record systems** and other sources of information on your budget that will clearly show where the money has been spent and for what purpose? In determining the evaluation of the project as well as its comparative efficiency, such records are needed. In addition, most funding agencies, such as USOE/Right to Read, have the right to audit your records and finances for any period in which you have received money.

(7) Test each of the budget items against the **fiscal requirements** of the agency that is providing the money and the requirements of your institution for rates of overhead, employee benefits, hiring levels and wage rates, etc. Such information can usually be obtained from the chief financial officer or the business office of the school, college, etc., that is your home-base or that acts as the recipient of the funding.

(8) Finally, check to see if you have developed a plan for funding that goes beyond just a single year or the limited term of the funding from the funding agency. Is it possible to obtain commitments to sustain a program after the termination of Federal funding from the administration of the local school or college to which you are attached? Are there community agencies and/or other groups that will follow through on the activities you have planned

and budgeted for after the Federal money is no longer available? Such provision for support after the termination of outside funding cannot be arranged on the last day of the project if everything is not to simply fall apart at that point. You, as the planner of the budget and the operations of the project, must anticipate by some months or even years the time when outside funding will cease. This may affect how you plan your budget if you become involved in hiring large numbers of new staff based on the outside funding and then find you can no longer support them or that the institution will no longer support them after the outside money has dried up.

Among the alternatives available to you for extension of your funding are:

(a) locating additional funds from some other Federal or State source,
(b) having the host institution pick up and support partially or wholly the activities developed with Federal funds
(c) incorporating as a not-for-profit organization and setting up your program as a separate community social service agency for the purpose of operating the program, and
(d) simply trying to hold the most important parts of the program together by begging bits and pieces of support from a number of different sources.

There are advantages and drawbacks to each of the above alternatives, and other alternatives may present themselves. However, the worst possible outcome of any effort undertaken by outside (Federal) funding is that it would die the sudden death upon completion of the outside funding cycle.

F. Finishing the Budget

At this point a single form of the budget as drafted above is completed and put into finished form. Care should be directed to the mechanics of the budget itself as well as to insuring that all the calculations are accurately and completely explained on the supplemental budget information sheets. Explanatory information should be provided, particularly for such things as (a) employee benefits and tax contributions, (b) indirect costs rates and how they are determined, (c) the source of the salary levels from schedules and/or market considerations, (d) the basis on which salaries are calculated (full versus part-time, 9 versus 12 month years, yearly versus monthly payments base). Also be sure to show the calculations on such items as mileage transportation, including an allowance for attendance at meetings. If any capital expenditures are budgeted, and if they are allowed by the funding requirements of this project, be sure to indicate the exact basis for figuring the cost and where the items will go once they are no longer used or when the Federal or other money will cease.

G. Getting Advice

Almost anyone undertaking a project plan and budget for the first time will find a number of places where he or she needs help to interpret regulations and make decisions about the best way to budget the monies that may be made available. The first place to go for help of course is the financial officer of the institution to which you are attached. Another source of budgetary advice is the community resource clearinghouse which is often located through a central directory of the local community agencies, United Way Office, etc.

The Management Cycle

You have received funding for your project. Now the principal function of your budget should be as a management tool. Budgets should be used continually to check yourself and to see if your projections for activities and priorities remain constant. If costs or objectives and priorities change, accommodate them within your budget. The following are some of the considerations to keep in mind as you are using your budget as a means for keeping track of your project and making changes that are required periodically.

A. RECORDS

It is vitally important to keep accurate and up-to-date records about your expenditures in a project of this kind. In most places where funds go through a school or college there will be a budget office that will keep track of your project expenditures and the monthly records of these expenditures will come to you. However, most of these recordkeeping systems tend to run anywhere from three to six weeks behind the actual time when the expenditures are committed. Therefore, it is advisable to keep an alternate ledger in which you record your expenditures on a day-to-day basis. Not everything needs to be included in this ledger. For example, once you have made the long-term commitments for a year to pay a salary to a staff member you need make no other regular entries of this kind.

In a similar way, all of your employee benefits and indirect costs which are calculated on total expenditures do not need to have a daily or weekly posting in your ledger. Variable expenses such as orders for books and teaching materials, monies paid to consultants, bills for subscriptions, utilities, etc., should be recorded in this ledger and be available as the amount is paid or authorized for payment.

About once a month, or more frequently if desired, you should make up a set of worksheets that briefly summarizes all of your expenses for the period and the total expenses since the beginning of the year. At the same time estimate how much has been expended for the fixed costs such as staff salaries and benefits and your projected charges for overhead or indirect costs. Within just a few minutes' time you can come to a clear understanding on a monthly basis of what money has been spent, how much remains in each of your budget categories, and whether there is a possibility or even need to consider transferring money from one category to another.

B. BUDGET CHANGES

Under the regulations for most government funding there are provisions to allow the transfer of funds from one budget category to another within certain limits. Usually you are allowed to raise and/or lower any budget item by approximately 5 percent to 10 percent of the total budget allowed as long as the entire amount for your project does not exceed the amount of the grant for the year. A close reading of the materials that will be sent to you as a grantee or director will tell you just what these limits are and under what conditions such changes can be made Education Division General Administrative Regulations (EDGAR). It is to your advantage to keep in mind that the budget that you have made is not entirely fixed and unchanging. You can make certain revisions in it as you proceed through the year of project activities. However, it is absolutely necessary for you to inform all agencies and persons involved if you are planning on making any such changes. In some cases you will be required to get prior approval for changes of this kind. So again, caution and care is advised.

C. TIME LINES

An important aid in managing the budget cycle is a time line for the financial activities you need to carry out on a regular basis. The earlier chapter on Initial Operation Procedures has a suggestion for a time line for the entire project and its activities. Either integrated with this time line or as a separate document you should try to schedule your financial management in a similar fashion.

1. *One time* activities would include: Original proposed budget, changes in the budget through negotiation of the grant, initiating fixed expenses for staffing through payrolls and other regular charges against the grant amounts, purchases of major equipment, contracts for services such as rent, providing for single expenses that are nonrecurring such as travel to conferences, and/or directors conferences.
2. *Daily* concerns would include posting of any expenses, as they occur or are obligated, on the ledger for the project.
3. *Weekly* budget activities would include a summary of the ledger records separated by categories of expense, if so desired.
4. *Monthly* activities would include:
   - Summary of ledger entries by budget accounts or categories
   - Review of time sheets and other information relating to monthly salary payments
   - Authorization for payment of monthly and/or recurring bills of a variable nature such as utilities, etc.
5. *Semi-Annual* budget activities would include:
   - Summary of expenditures in preparation for semi-annual reports (if required)
   - Review of budget and expenditures to determine areas where adjustments are required
   - Preparation of semi-annual reports on expenditures and on program operations
6. *Annual* budget activities include:
   - Report preparation and adjustments to the annual budget
   - Projection of expenses beyond current year and planning budget for continuation funding
   - Review of expenditures in preparation for changes of funding status, from Federal to local sources

Summary

A few final comments are in order at this point to summarize the overall procedures discussed above and to suggest a few general considerations that will enhance the effectiveness of your adult literacy project. It should be obvious by now that the entire process of budget planning and management is one that is involved with and highly influential in the process of setting project goals and in reaching those goals. In other words, budgeting is a means for making sure that you can in fact pay the bills needed to insure success of your project, and it need not be thought of in a negative sense at all. Budgeting, when done properly, provides the essential information needed to insure the success of your project and assures that it has been carried out in a way that provides useful information to both you and others who may need to know what you have attempted and accomplished.

The two principle cycles are involved in budgeting for an adult literacy program:

(1) activities aimed at preparing and designing the appropriate budget for the project prior to its onset, and

(2) the continued use of the budget as a management tool to determine the effectiveness and accomplishments of the project in monetary terms.

These two functions are not entirely separable but they are very different in emphasis. Both involve the application of considerable effort by director to maintain a clear sense of the budget values of his project at various points in time as well as to see the interrelationships between the budget and the goals of the project.

Finally, it should be stressed that financial management through proper budgeting is best undertaken on the assumption that each item in the budget needs to be justified at the regular intervals and with reference to the overall objectives of the project. For example, a distinction might develop between the relative status of paid and volunteer staff in a project. The fact that a staff member is paid for furthering those aims does not guarantee that he or she is more a part of the project or more essential to the project than the volunteer tutors who are hired, trained, and who work on the direct teaching of the illiterate adult population. Thus, the director must maintain a strong commitment to the accomplishment of purposes of the project without becoming entirely drawn into the minutia of budget manipulations and recordkeeping. Records and budgets are indeed necessary as one must have an accurate sense of the costs and expenditures for a project. But, the project exists not to maintain and spend a budget, but rather first to improve the status of literacy in the United States.

Management of Volunteers

Beverly Griggas

- Introduction
- Delegation
- Management Techniques
- Inservice
- Communication
- Recognition
- Hiring, Interviewing, Placement
- Dismissing the Volunteer
- Checklist

Introduction

It has been said that leadership is most conspicuous when it is absent. As Project Director you are charged with leading a project: for **being** a leader. This does not mean that you are solely responsible for doing everything yourself. On the contrary. Being the director gives you the privilege and corresponding responsibility of orchestrating the efforts of a number of people as they work toward the fulfillment of a critical need: teaching or learning basic reading skills—helping to make our nation literate. Your belief in this "super-goal" and how you approach it will set the pace and convey the tone for the adult literacy project for which you are responsible.

Before embarking upon this adventure, reflect for a while on yourself, your work habits, tolerance level, and commitment to your organization's purpose. If you can first define yourself in terms of some of these areas; to your own strengths and weaknesses, you will be better able to develop a realistic perspective of your job as manager-leader-director. Shore up your weaknesses, build on your strengths. You must be able to manage yourself before you can manage others. If you've discovered a few weak spots—you've discovered you're human!

Delegation

It is an art to be able to delegate responsibilities. It takes time to develop this ability, but the rewards are many. To begin with, a great deal more progress can be made if you are able to capitalize upon the innate capabilities and rich experiential backgrounds that your volunteers bring into the organization. Mrs. Leonard H. Weiner, former Vice President of the National Council of Jewish Women, has stated, "Disuse of potential ability is the prime reason for turnover. If the volunteer doesn't find challenge and satisfaction, he or she is open for other things. . . . The qualified trained volunteer who enjoys his or her jobs and finds them challenging will still be with us. Neglected, untrained, or 'unused' volunteers won't wait around."

Volunteers are *there* because they want to be. They are exercising their belief and commitment to your project. Often the only difference between their abilities and commitment is that they do not expect nor receive remuneration for their efforts.

Management Techniques

Volunteer management techniques are basically the same as for paid staff. Realistic and reasonable work rules and policies will encourage initiative, creativity and leadership. The knowledge that a volunteer is performing a job that fits meaningfully into the whole of the project will encourage productivity and keep the morale high. Each of us needs to feel that what we are doing is necessary and worthwhile. When volunteers cease to feel that what they are doing is meaningful, attrition sets in.

To help insure a volunteer's satisfaction within your agency, he or she must basically be assured of the following, according to J. Donald Philips: "he must have a sense of belonging, sharing, planning, purpose, being a part of the establishment of the rules, know what is expected of him, be challenged, see progress, be informed and have confidence in the leadership; knowing that there is consistent fair treatment and that recognition is available when it is due and know that loyalty will bring increased security."

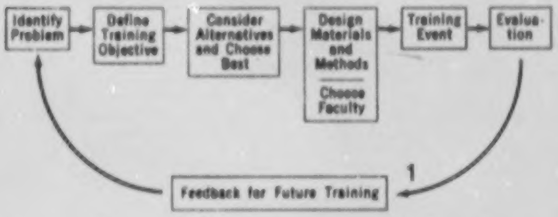
Dr. L. Sayles of Columbia University states, "Find good people and support them. . .give them back up and encouragement. The right person, well motivated, will perform significantly better than the average person." Expect the best from your volunteers—and you'll get it. If you set realistic high standards, competence and high performance will be your rewards. To help insure high performance, however, it is critically important for the volunteers to be as well equipped as possible for their jobs through thorough agency orientation and training.

Your management will be reflected in your staff-volunteer relationships. Through the development of realistic and meaningful job designs and alert, conscientious interviewing techniques, more effective volunteer placement can be made. Crisis and chaos can be avoided by establishing "ground rules" at the onset. If you orient your staff as a "team," you will foster teamwork. Job descriptions will provide vehicles for volunteers and staff to recognize how their jobs complement each other. When a volunteer is delegated a job responsibility, he or she should then have the right and authority to act within his or her area of responsibility. Having this freedom can encourage creative solutions to many problems and needs. Open communications allows the freedom to supervise without being threatening. Remember, threatening relationships can result from persons who don't understand their roles in relation to the whole.

Inservice

If, as director, you are nurturing "team work," you will be able to successfully convey the fact that the staff are the experts in some areas and the volunteers are the experts in others. Sharing expertise will provide rich learning experiences and can be done through regular, purposeful staff/ volunteer meetings. Inservice meetings provide opportunities for learning and sharing and growth and should be held on a regular basis. Little progress can be made when these sessions are used solely for relating and comparing combat fatigue.

Inservice training should be based on the needs of your staff. This will differ from program to program. Some projects operate with staffs who are professionally trained teachers, counselors, etc., others with individuals who have no professional-training backgrounds. The in-service design must be dealt with according to these factors. A questionnaire can provide a basis from which to work. What may be perceived as the needs of the group at the beginning of the year may need to be reevaluated and updated throughout the year. Be sure that each in-service meeting is evaluated by the participants. Pay attention to suggestions for need and for change.


Identify Problem
Define Training Objective
Consider Alternatives and Choose Best
Design Materials and Methods
Choose Faculty
Training Event
Evaluation
1
Feedback for Future Training

Communication

As mentioned, delegation is an art. Communication is equally another art. LISTEN. Especially listen to "crabbing" or griping. It does not always mean discontent. If a volunteer is willing to commit his or her time and energies to your project, he or she can expect the organization to achieve excellence worthy of pride. The "complaints" are your key to what he or she feels will help to make a good organization even better. It is important, therefore, to keep communication lines open so that problems can be aired before resentments have a chance to build up. Be aware as to when it's time for a volunteer to move on to a new challenge. Or, to make the move out of the project if he feels that there is no longer a challenge for him.

Before you do **anything** about a problem, stop. Listen. Talk. Find out how the other individual perceives the issue. It will be unlikely for you, your volunteers, staff, to always see problems in the same way. Each of you brings a different set of experiences and perspectives into the project. As director, the responsibility for resolving differences lies with you. You are expected to "keep your cool" and be just at all times. If you don't come into the Program with diplomacy in your bag—you can rest assured that it is a survival skill that you will develop.

Recognition

Recognition is a critical part of your volunteer management. It can start with a personal letter of welcome and confirmation of the job to be done. When you "hire" a volunteer, send him or her into the organizational machinery with a job design in hand. Let him or her know that the function is important to the program. Don't stop there. According to L. R. Sayles, "Feedback on performance and positive encouragement is the **source** of improved motivation. Ignorance of results and/or a climate of criticism are two most common sources of apathy and lack of motivation." He goes on to say, "Keep making contact. Easy give and take is the only guarantee of reasonably good interpersonal relationships. You can't have that without constant listening and talking." It is well to remember that indifference can be interpreted as meaning lack of commitment.

Reward good performance with an acknowledgement—a comment, a note, a line in the newsletter, a certificate of appreciation. Be creative. Show your volunteer that you really feel appreciation. Say "thank you" **every** time they come. Keep your ears (and eyes) open for indications of commitment. Give volunteers increasing responsibilities as capabilities increase. This is a form of recognition.

As a part of your established office routine you can record the hours of volunteer service given by each individual. Some employers offer further recognition through citations, newsletter articles, etc., about personnel who are engaged in community volunteer projects. Personnel offices often like to be kept informed of these activities as updates on employee's files.

Hiring, Interviewing, Placement

The procedures for hiring, interviewing and placing volunteer personnel are essentially the same as those for paid staff. Within this handbook, you can find this information in the chapter on Staff Development. A form which can be adapted for your specific needs can be found in the "forms" chapter.

Publications which effectively deal with the interview can be located within the Handbook bibliography.

Sometimes the volunteer experience just doesn't work out. This can be for a variety of reasons; the important thing is to **recognize** when it isn't and do something about it. Tact is critical! It is important to explore the problem with the volunteer to see if a misunderstanding has taken place—of the role, of the volunteer's expectations, his ability to perform. Maybe some other task within the program would be more suitable. Perhaps a different combination of personalities, setting.

Dismissing the Volunteer

Some volunteers will have to be released for the good of the program. Sometimes volunteers realize they can't do the job or are out of place and are glad to be relieved of their responsibilities. Each individual must be handled according to the situation. There is no one way to dismiss a volunteer. In any case, be prepared with referrals to other agencies that might better answer the volunteer's needs, interests, talents, schedule. To some extent the need to release an individual from working with your project *can* be avoided—through thorough interviewing, good job designs, meaningful placement, and ongoing communications.

Checklist

Hiring tutors

Have you:

1. Duplicated comprehensive job designs for each "position?" ____________
2. Recruited (to the extent possible) to the job? ____________
3. Listened during your interview(s) for additional talents, or limitations of potential volunteer? ____________
4. Realistically evaluated the interviewee and placed him or her within job that best fits needs or, modified job to fit talents? ____________
5. Developed realistic job expectations and explored them with the potential volunteer—(Don't surprise him or her once into the job!) ____________
6. Developed a procedure for gearing in-service to the needs of your volunteers? ____________

Supervising Volunteers

Beverly Griggas

Introduction

Model for Accountability for Tutors

Accountability for Other Literacy Volunteers

Tips for Supervision

Conclusion

Checklist

Introduction

The word "supervising" will be used as distinct from "managing" in this chapter. Tutor Supervision, keeping track of—recordkeeping, will constitute the broad definition of supervising tutors for our purposes. Although each literacy program is structured differently, the example set forth will be that of a program with a small paid staff and one which relies on volunteer tutors who work independently in area satellites on a one-to-one client/tutor ratio. The supervisory procedure suggested can be modified in a number of ways to adapt to other organizational structures.

Perhaps the single most important thing that can be said about supervision of volunteers is that as an administrator one must be able to convey and convince volunteers that supervisors are observing the work that is being conducted and that criticisms and suggestions are for the improvement of that work. For new volunteers, it is well if they can learn by example. Acquaint them with other volunteer/supervisor pairs and let them witness the effectiveness of the work they are doing together.

Not all volunteers need the same degree of supervision as others. Use your discretion and be sensitive to the experiential backgrounds of your volunteers. Listen to their needs. Once the volunteer tutor has been trained and placed with a client, he or she can be assigned to a tutor-advisor (see Job Description chapter) whose job it is to contact the tutor at regular intervals. The contact is recorded, as per attached sheet, and submitted to the office. This procedure fosters regular *personal* contact.

Model for Accountability for Tutors

A calendar (with a self-addressed envelope) can be sent out monthly to each tutor. Upon their return, *each* calendar is read by the total staff. Why each staff member? One reason is so that each is familiar with who's tutoring whom, where, how often, etc. More specifically, the field coordinator looks for attendance, placement problems, the secretary tabulates the number of tutoring hours for both student and tutor, the staff supervisor follows up general concerns and problems, and the director looks for lesson continuity, basic skills needs and reinforcement and progress.

The tutors are encouraged to ask questions and to make suggestions and comments on their calendars. They are also encouraged to call and talk with their tutor/advisors to share successes and concerns.

Supervision of Other Literacy Volunteers

Non-tutoring academy volunteers can be responsible for submitting a monthly calendar detailing the dates, hours and nature of their volunteer effort. These to are read monthly by the staff. Calendars are a means of anticipating some problems—when a volunteer isn't spending the hours really necessary for maximum performance as detailed on his job description; when so many hours are being spent that a volunteer could be getting bogged down, etc. They also indicate whether or not the volunteer is attending committee meetings regularly. They provide excellent statistical information in response to how much is being done for how many at what cost to the program. When calendars are not received, a call is made after a certain grace period to gently remind the volunteer to submit them.

As an example, in one academy monthly meetings are held for the Program Development and Executive Committee (see Organizational Chart) at which reports are given by the chairpersons representing each working group. These meetings are attended by the Director who has ex-officio standing and progress, ideas, changes are reviewed.

Tips for Supervision

"Supervision, in the sense of administrative accountability, is furnished for staff by staff and for volunteers by volunteers, unless specifically designated otherwise. Unclear division of responsibility between paid staff and volunteers and among volunteers, the lack of established lines of accountability and authority has caused more tension and confusion than it has avoided," states Harriet H. Naylor in *Volunteers Today, Finding–Training and Working with Them*. This accountability should be established within the job description initially and reinforced through orientation of the total staff.

Tips from Mary T. Swanson, in her publication, *Your Volunteer Program*, summarized supervision in this manner:

The supervisor's proper function is to provide information, materials and organization necessary for the job and then stay out of the way. Observe from afar and be available, but don't hover. To summarize, effective methods of building morale are to:

- Demonstrate beyond question your willingness to help the volunteer
- Treat the volunteer like a human being

- Dignify the position of the volunteer; recognize that he or she is important
- Avoid partiality—don't "play favorites"
- Avoid an overbearing attitude
- Be honest—don't bluff—you can't get away with it for long
- Keep your promises; show a reason for it if you can't
- Give credit and recognition (again impartially)
- Suggest, but don't criticize
- Don't condemn inactivity; suggest a program for activity
- When you need to offer criticism, do it privately; make criticism sincere and constructive; when you are wrong, admit it freely
- Always be available to volunteers and staff—"open door policy"
- Say, "We," not "I"
- Welcome suggestions; ask for advice and opinions
- Ask—don't tell
- Make them feel it is their organization
- Keep up the good cheer
- Don't act as though you think you are good; if you have ability and are "good," be humble about it—they will find out
- Be sure the office staff is humbly glad to work with volunteers and that it shows in their behavior
- Always stand behind the volunteer and his or her work
- Don't kill with kindness; it can be carried to such extremes that it ceases to be appreciated
- Get the whole story when there are problems—don't jump to conclusions
- Don't use words when deeds are called for
- Don't show annoyance or a martyred air of extreme patience

She goes on to state:
Volunteers want their supervisors to—

- keep in close touch with them
- provide better working conditions
- give them better training and supervision
- build up their morale
- treat them fairly and impartially

Developing leadership means practicing leadership. Good leadership doesn't just happen. What is leadership? It is the sum total of—

- personal example
- vocational competence
- effectiveness in human relations
- guidance in solving personal and emotional problems
- and motivation

Conclusion

In conclusion, it is well to be reminded that as director of an adult literacy program, you have the opportunity for establishing a direction and a climate for a dynamic, purposeful organization. You are literally in the position of being able to help hundreds of other individuals help themselves through volunteering: as clients and as literacy workers. An adult literacy program is not a maintenance program, it is an upward reaching, self-liberating program.

Checklist

A. Do you have a "system" for supervision? It could be: ____________

1. By geographic area project components
2. Chairman—advisor, etc.
3. Calendars
4. On-site supervision

B. Have you developed a records system with a logical retrieval procedure? ____________

C. Does your budget have provision for postage, mileage, printing, duplicating, and other costs involved in supervision? ____________

D. Have you set aside regular scheduling for staff meetings, inservice, site visits, "open-office" hours, etc.? ____________

E. Is your supervisory "chain of command" clearly established, agreed upon and understood? ____________

F. Do you have a consistent communications network worked out? ____________

G. Does your training provide ample opportunity for skills updating and upgrading? ____________

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Recruitment of Volunteers

James Radford

- Introduction
- Planning
- Recruitment Timetable
- Recruitment Techniques

Introduction

For many adult reading programs, the number of clients served is limited primarily by the number of volunteer tutors recruited and trained. Most programs employ any technique they can think of to recruit tutors and provide an equally wide-ranging variety of possibilities for volunteering and tutoring. Therefore, any introduction to such a large area as recruitment can only suggest various directions, or levels of direction. Each program must decide what is best and most appropriate, and most effective, for itself.

Areas covered in this *Handbook* Section include initial planning and setting goals for the kinds and numbers of volunteers to be recruited, a check-list and timetable for recruiting, and a brief look at special problems and considerations involved in putting together a recruitment plan. The emphasis in these pages is on the need to organize a program so that recruiting is not a monumental burden on staff time, and so that growth of tutor numbers and program quality proceeds in a manageable and useful way. Discussion of actual recruitment techniques follows with a special look at the use of "tutors as recruiters" and the use of the public media as an essential and efficient recruitment tool. The section ends with a discussion of recruiting volunteers who will work for the program in other ways besides actually tutoring.

Planning

From program to program, needs are highly individualized. All, however, need to begin in recruitment by assessing:

(1) How many tutors will be needed to serve the proposed student population?
(2) At what general rate (assuming that this rate will accelerate) should or can tutors be recruited?
(3) Generally, what staff-time will be available to work with the volunteers?
(4) What recruitment resources are in the community and what specific or different strategies will need to be employed to tap them?
(5) How will it be possible to continue to learn from and reassess original plans.

The earlier in a program that an organized approach to recruitment can be implemented the better. As a program grows, there will be constant reevaluation and emergence of new needs and new resources. But establishing a base strategy and working from that into others, needs to be given a high, early priority.

Setting Goals

Setting unreasonable goals ultimately damages staff morale to the extent that it is probably better always to set one's hypothetical goals a little low. A new program may find that expected tutor resources aren't resources at all, or that a hypothetically excellent recruitment technique in actuality does not work. Goals probably will also not be accomplished if a recruitment strategy is narrowly based: it would probably be incorrect to assume that a nearby university will provide *all* of the tutors necessary to a program, for example. Goals should be formed from the beginning (and then modified) from information that is available (and that becomes available):

(1) What is the size of the potential tutoring population?
(2) This size may be determined by the location and availability of transportation and parking. (It is not correct to assume, for example, that all potential tutors own dependable cars; equally, it is probably correct to assume that there may be parts of a service area where some tutors would not want to go.)
(3) The nature and availability of training sessions will affect the size of the population of potential tutors who do actually become tutors.
(4) Tutors will probably not tutor for an indefinite period; therefore, goals must take tutor attrition and turnover rates into consideration.
(5) Times of the year may affect the size of the potential tutor population.
(6) Goals should also be correlated to the availability of existing clients; the optimum situation to strive for is a neat convergence of numbers of tutors and numbers of clients recruited.
(7) Goals are vastly affected (and need to be established or modified) by availability of recruitment resources that may become available more and more as a program grows. (Recruitment will become easier as more and more people become tutors and tell their friends about their experience, and as the public media becomes more and more aware of a functioning program.)

Special Problems and Considerations

Planning, especially in the start-up year of a program, is based on as much available data as possible, but it is also full of hypotheses and hunches. The special, complicating problems that arise may challenge the "sense of a plan." The following list only suggests the varying nature of these "complicating factors":

(1) Is this program as effective as it can be at retaining the tutors it has recruited?
(2) Would something as significant as a site change, or staff realignment make recruiting easier?
(3) Has a whole recruitment and publicity strategy, or potential tutoring population, been found unworkable?
(4) Is the tutoring commitment in relation to length of training and type of tutoring situation employed found to be unworkable?
(5) Are there particular times of the year, summer, for example, found to be particular problems?
(6) Have tutors been able to begin meeting students immediately upon being trained?

Recruitment Timetable

As part of the recruitment strategy that first looks at program needs and resources and attempts to set reasonable recruitment goals, a program can usefully create a yearly timetable. It is important to acknowledge that especially in the first year, the timetable may be highly experimental; however, by the second year, a timetable can become based more on each program's individual experience. Most already-existing programs will probably be happy to share their already-existing timetables. It is worth noting here that the experience of numerous recruiting agencies suggests that early Fall and late Winter and Spring are the most fertile times to recruit tutors. The Summer is a bad time to expect a lot of new tutors and the mid to late Fall (Christmas is on everybody's mind by late October) is only a little better. There are exceptions to this "rule" however, but it is generally most effective to lay the groundwork for recruitment campaigns at slack time and to reduce the number of regularly-scheduled training sessions then so that intense training can occur in the Spring.

Remember, too, that such a "volunteer Spring" can begin as early as January in areas where the weather isn't too severe. Data should be kept on the number of tutors recruited each month and how they were recruited so that after a year of operation, a program can tell when to do what, most effectively. Programs that depend on a special population for tutors, college students, for example, have to gear their efforts to the school's timetable. It is also important to remember that a recruitment piece may be presented long before a tutor calls in to volunteer and that, for most tutors, it takes several pleas before they actually decide to act.

A recruitment timetable should correspond as much as possible to a similar timetable for student recruitment and site development. A rough timetable could look like this:

September—	Program begins with a month of planning and initial contact with media, interested groups, development of brochures, etc. (at the same time a site is being developed and students are being recruited).
October—	A two or three-month series of training workshops is planned for incoming volunteers.
November—	Workshops have trained tutors who have started tutoring and are also beginning to help in active recruiting. Groundwork is being laid for a concentrated media and public-speaking push in late January and February.
December—	More groundwork and training and beginning of evaluation of special problems encountered in recruiting by particular programs. Reconsideration and evaluation of site choice, time availability, training workshop schedule, staff effectiveness, general goals in terms of numbers, availability of publicity, etc. And most important is the development of new recruitment resources that have become available as the program becomes established.
January—	
February—	
March—	Recruitment push, and tutor training.
Late Spring—	Another reevaluation of effectiveness. Plans based on actual experience may now be made

for the next year involving a more organized recruitment campaign starting in September, and for which all groundwork and preparation has been made in advance. New plans could include significant modification of the program's goals and nature, so that a program does not continue to knock against immovable objects.

Recruitment Techniques

Various approaches to recruitment geared as much as possible to a planned timetable (a timetable to be modified from actual recruitment experience), can occur as publicity becomes available or as a recruiter decides to pursue his or her task. A first consideration for a recruiter must be the nature of his message. The means of delivering this message are numerous, but they usefully fall under three headings (listed in a tentative order of effectiveness and efficiency): 1. Word-of-mouth from tutors who are given the encouragement and means to act as program recruiters. 2. Public media (major TV, radio, and newspapers). 3. Other techniques such as other agencies, speaking engagements, mailings, and other printed pieces.

Nature of the Message

In a program's initial appeal for tutors, it is worth reminding oneself of obvious truisms concerning the general message. (1) Be direct in your appeal, e.g., "Teach...to read." Of course, if you need a thousand words, put them out of initial view. Keep the message simple and direct. You are not trying to entertain. (2) When speaking before a group, or writing a descriptive article in which you want to recruit tutors, use concrete examples: tell some stories about unnamed students and tutors who are at work now; don't use your time or space describing a history of the program and the educational background of the staff. Tutoring is a dose of reality; avoid making it into something hypothetical or abstract. (3) Encourage tutors and students themselves to represent the program when that is feasible. (4) Have plenty of hand-out material available so that anyone who wants to help recruit has quick access to the means to do so. (5) Be prepared to modify your message for specific audience appeal. For example, in speaking before a church group, don't neglect to mention that a prime motive for many student's wanting to learn to read is to be able to read the Bible. (6) Part of the "message", which need not detract from the direct appeal, should be the personal involvement and enthusiasm of volunteer tutors and clients.

An example of the "most effective message" comes in this experience: When a large advertising agency volunteered to put together a public service announcement for a program, and suggested that the Executive Director of the parent agency appear to make a personal appeal for tutors, they were directed to think how much better it would be if tutors and/or clients were to make such an appeal. After talking with a few tutors and students, it was obvious to the ad agency that "those who do it" would be the most effective recruiters. Tutors in reading, as people in other programs know, and as these tutor's friends come to know, are notorious for their enthusiasm, and this enthusiasm can be overlooked only at a program's expense. Of course, it is the responsibility of the program that the tutor is enthusiastic, i.e., that he or she is helping someone learn to read.

Word-of-Mouth (tutors as recruiters)

Part of a tutor's becoming a tutor should be that they also become a recruiter, if they are willing. Tutors can cover the city with brochures and signs more efficiently than a staff member who could do this only on time spent away from tutors and students. Tutors can also be enlisted as speakers before interested groups. They, after all, are the ones who are doing it and can most easily encourage others to do it too ("If I can do it, so can you"). Similarly, any public media campaign should employ this testimony of "those who do it." Tutors and other volunteer recruiters can actually become involved in a program in this way much more than many programs realize. Creating a "recruitment" task force of volunteers could be an excellent tactic. Any technique employing this immediate and real "word-of-mouth" component should be considered.

Public Media

(1.) WORKING WITH THE MEDIA

The public media also seems to be quite willing to see itself as a useful friend of literacy programs at little or no cost. Free Public Service Announcements have to be run by the electronic media throughout the year, and if several individuals at a radio or TV station can learn how real the program they are helping to recruit tutors for is, they will run those announcements probably more than they should. It is a watch-word in dealing with the public media, radio, television and newspapers, that they like to see professionalism in the program and in that program's response to the media's publicity. Cultivation of personal and professional contact with the media cannot be overemphasized. Following is an illustration that suggests the inter-involvement of all that has been suggested in the recruitment section.

A program had a need for new tutors in the program at the end of the Summer. A tutor, hearing this, got in touch with a friend at a local TV station and asked him what could be done about this real emergency. He in turn, set out a newscrew that recorded a plea that was played on the evening news several times. The two newscasters at the TV station were then called and thanked personally by the program Director, who also sent them brief "thank you" letters (that they could keep on file to show that they were involved in public service). As hard as it is to believe, one newscaster said that he had never had anyone call to thank him for that kind of help before. Of course, programmatically, those newscasters are now "part of the program" and probably will help when they are asked again (they cannot, of course, be asked too often). It goes without saying that the tutor/recruiter was also informally and formally thanked.

Useful things to keep in mind when dealing with the public media are:

(1) Ask for specific, free help for carefully-represented real needs.
(2) Follow through to the nth degree on media contacts.
(3) Look for "real news to report" from the programs, as well as for the basic human-interest elements.
(4) Be thoroughly professional in your contact.
(5) Develop a *personal* contact with the media (ask them to visit the program, ask them to tutor).
(6) Be careful of overkill; too many requests to the media can defeat the purpose. Try to plan to make requests at carefully-chosen and spaced times.

ELECTRONIC MEDIA

Three forms of publicity are usually available through local TV and radio stations:

1. Public Service Announcements (PSA)—This is a free publicity service for nonprofit community-service groups. PSA spots are run on the media at various times, usually chosen by the station. Special announcement PSAs are also available to publicize current matters of significance. Kinds of PSAs are widely-varied, ranging from spot slides with a printed announcement broadcast for a few seconds, to a well-developed 30 to 60 second video-tape piece. Public media frequently has the means to help a program put together good recruitment pieces, such as a public service announcement. The PSA should be attractive as it will be likely to be played more often. Several different PSAs of varying lengths are best. One should remember, that an initial investment of time in creating a good PSA is worthwhile, because it will be played to the largest single group possible, with no additional staff time commitment. Programs will probably want to employ this kind of recruitment technique for clients as well as tutors.
2. Programs should not overlook the fact that they have constant news to report, from the success of students to the establishment of a new service center. Never neglect to make a "plea for tutors" a part of this news. The Center's phone number and tutor need can usually be worked into the news piece and the media usually understands why this should be done.
3. Special coverage involves planning with the media for a recruitment push or the planning of a special event in expectation of media coverage. A "Community Literacy Week" or a "Literacy Fair" should involve news coverage. Getting coverage for other groups or events partially involved in or involving literacy can make it seem to the media that it isn't always one program that is coming to them to ask for publicity.

NEWSPAPERS

Much that has been said about employing the electronic media also applies to working with newspapers. The same efficient use of time is also true of newspaper articles which can require a minimum of staff time and yet make an appeal to an extensive general audience. While the "Women's Section" is usually where these pieces will be placed, one should also ask for assistance from the news director and the education editor. In any instance, it would be useful to at least ask if an editor could come see the program in action: seeing is believing. Pictures that can be used by newspapers should be available in the event that the newspaper cannot send its own photographer. Usually an area will have several local or community newspapers and these, as well as the main area daily, should be tapped for publicity.

Buying advertising space in newspapers can also be employed successfully. Sometimes an ad placed at a particular time is more effective than a free piece run at an inappropriate time.

Other Techniques

(1.) Other more varied approaches to volunteer recruitment, should include any city or State volunteer agencies frequently funded under the Federal "Action" program. These organizations do provide an on-going source of tutors. Special groups and organizations which have a listing of community service can also frequently provide a solid, even if small, resource for tutors. Many of these organizations have monthly newsletters where a request for tutors can be placed. As in all other recruitment approaches, it is very useful to form some sort of personal contact with the agency or groups who can continually lobby as an advocate of literacy.

A partial list of agencies and groups that can provide tutors is:

(1) Agencies that are specifically clearing houses for "volunteers." These can be locally-based, although they are frequently city or State agencies or offices funded under the Federal "Action" program.
(2) RSVP (Retired Senior Volunteers Program)
(3) Local Garden Clubs
(4) Junior League
(5) Sororities and Fraternities and their alumni affiliates
(6) Retired School Teachers organizations
(7) Numerous different local education organizations, such as the local chapter of the IRA (International Reading Association)
(8) Women's and men's church groups that are affiliated with particular or all denominations. This includes Church Women United, Women of the Church, etc.
(9) Men's and women's professional organizations, and community-service organizations, such as the Kiwanis, Federated Women's Clubs (dozens are under this heading), and numerous others. Most of these groups, and ways to contact them, would be available through the Chamber of Commerce. Many will come available to the program through tutors who are members.
(10) Any members of the general group associated with reading, such as libraries and booksellers.
(11) Employment organizations (City employees, or Telephone Long-Line Pioneers, for example), and unions.
(12) Institutions of higher education.

Remember, tutors are members of groups you've never heard of. Ask them if they know of a group that might be a resource for the program, or if they have any idea about groups that it might be appropriate to contact. Keep a thorough file on these contacts so that they can periodically be asked for help. As much as possible, try to establish literacy as a group project, as well as one in which just a few individual members of a group are involved.

It should be noted that many programs are successful in recruiting tutors at display tables set up in Shopping Malls (or even on street-corners), in University hallways and other places exposed to large numbers of people. Such tables or booths are usually available at local fairs and festivities.

SPEAKING ENGAGEMENTS

While groups can provide a forum for speakers, a fair warning might be in order: while literacy advocacy is always in order, a lot of time can be spent speaking with little tutor return; time that might more effectively be used elsewhere. Whenever one speaks, it is good to have some reasonable expectation that tutors can come from the group (if that's what one wants). It is always good, after speaking before groups, to ask people to sign a list if they are at all interested—in other words, you'd better hook them at the moment, or they're probably lost until a public media announcement reminds them again of their interests. Whenever anyone seems interested, personal contact with a staff member can make all the difference.

MAILINGS

While speaking before groups may be time-consuming, sending letters, announcements, and program descriptions to local newspapers and newsletters, and to in-house newsletters, can be accomplished in a day, once a master address file is created. Creating that file can sometimes be given as a task to a volunteer who keeps increasing it. A plea for tutors sent with every telephone bill in a city can be most effective. Having standard pieces already written for such publications can be an effective investment of recruitment time. Tutors as effective placers of signs and brochures has already been mentioned.

RECRUITMENT OF SPECIAL VOLUNTEERS

Various kinds of volunteers who have professional expertise should never be overlooked. Such tutors, who may actually be reading professors in area universities, or reading teachers in local education systems, may be a willing and effective resource for the program, either as regular one-to one-tutors or as special tutors who meet with special groups. In addition, they can provide special services, such as training sessions, or can even be primary instructional resources for satellite centers. Too, they are a valuable resource for materials and instructional ideas and they may encourage college students to work with the program on credit or practicum basis. Frequently, people with professional expertise need only be asked to help, and if asked, may jump willingly at the chance to use their knowledge in the real world and with a motivated adult.

It is important to realize that many people may be willing to volunteer for activities in addition to tutoring. Much of what they might effectively do is covered in the "Job Descriptions" section of the *Handbook*. Remember, asking a volunteer to do more, or for a Task Force or committee member to be more active and involved, can be an effective way of adding resources to the program.

Retention of Volunteers

James Radford

Retention

Introduction and abstract

The tutoring threshold
- a. Aspects of the orientation and preservice training session
- b. Threshold checklist

Tutoring sessions
- a. Checklist for initial scheduling
- b. Checklist for the "first meeting"
- c. Checklist for staff evaluation of the first few meetings.
- d. Ongoing evaluation and inservice training
  - (1) Kinds of evaluation
  - (2) Checklist of evaluation "questions"
  - (3) Kinds of inservice training
  - (4) Special inservice workshops
    - a) Checklist
    - (b) Tapping special resources
- e. Recognition of tutors
  - (1) Introduction
  - (2) Variety of forms related to program seriousness and success
  - (3) Additional forms of recognition
- f. Financial incentives for tutors
- g. Effective volunteer-staff communication
  - (1) Checklist
  - (2) Attention to details
  - (3) Organization for communication
- h. Coping with special problems
  - (1) Avoiding problems: Checklist
  - (2) Taking special measures: Checklist

For most tutors, working with an adult beginning reader one-to-one should and will be an enjoyable and rewarding experience, an experience in which the tutor is expanding his own knowledge of people in the world, and his sense of self worth as he recognizes the valuable skills he can share. And, it will be an experience about which the typical tutor will say, "I have learned as much as my student," or, "my student has taught me more than I have taught him." The tutor's positive sense of the experience comes to be one he can and should share with his friends or, especially, with other tutors and staff. There are numerous things that a program should provide that will insure this "good experience" which, after all, really means an insurance of better instruction for the person who wants to learn to read.

This section on "Retention" is divided into three main sections: The first section views the various critical elements of the threshold of the tutoring program; the second section views the numerous elements that are involved in retention once the tutoring sessions are underway and the third section considers "special problems."

The "threshold" of most one-to-one tutoring programs is a preservice orientation session and workshop. Though this workshop is treated at length in another *Handbook* section, it is appropriate here to remember the adage about first impressions and introductions: Preservice experiences will be carried into and through the entire tutoring experience. Thus the following selected threshold checklist can be critical:

(1) Whatever they do, the staff must always remember that attitudes and actions, whether on the telephone or in an actual workshop, encourage or discourage trainees/tutors/prospective tutors/volunteers. Everyone wants to work in an excellent program; "excellence" needs to be constantly modeled by staff.

(2) Equally, tutors want to work in a program that is responsibly and adequately organized and prepared.

(3) Tutors and other newcomers will appreciate honesty and openness. They should be told exactly what they are about to get into.

(4) Give tutors leeway to rethink decisions at the beginning; tutors may well decide not to tutor after an orientation or preservice training session. Many prospective tutors attend the first session with the specific intent to decide whether or not to take part in the program.

(5) It is helpful to emphasize again and again at the beginning the kind of responsibility *and* support the tutor will have in the program.

(6) Too, it is most important to acknowledge that the training session was only an introduction, and that the tutor will truly become a tutor only after he begins to meet with his/her student, and with the help of that student and the staff, starts to design and complete lessons and see progress.

(7) Recognize in some appropriate way that a new phase of the trainee's experience is about to begin.

The second phase is the actual beginning of the tutoring meetings. It is impossible to overemphasize the following rule:

(1) Tutors should be arranged to meet with students as soon as possible after the training session.

(2) Some programs even introduce the tutor to the student at an appropriate point during the training session.

(3) If immediate arrangement isn't possible, be sure that immediate and effective personal contact with the tutors makes the reasons for this clear.

(4) Stay in regular contact with the tutor over the time that the tutor isn't scheduled to meet with clients.

The first meeting itself is critical and should be handled with care. The following is a list of critical elements (again, remember the adage about good beginnings):

(1) Try to arrange for the right people to meet with each other. Arrangements can, for example, be made on the basis of interest, or of age.

(2) Make the arrangement at a time convenient for both. Don't force persons to commit themselves to schedules they can't keep.

(3) All reasonable attempts should be made to insure that the student meets the tutor on time and be prepared to work. This may involve several phone calls.

(4) If the meeting is to occur in a staffed center, the staff should be aware that this is a first meeting, and be prepared to offer specific help to the tutor before the session (accumulating appropriate material, answering questions about any inventory of the student's interests and skills that may have been given prior to the meeting, exploring perhaps again, the various administrative

procedures at the center or in the program). And, assistance should be available after the session: (What did you learn? Are you comfortable with your student? Do you see some general directions to go with this student? What do you need for the next lesson?).

(5) Be sure that both tutor and student leave the first session with future plans; adequately briefed on their future responsibilities to each other and with a thorough understanding of the intent of the program.

The first session as a whole should be viewed as "intensive in-service training" for the new tutor and the staff. At these meetings the tutor trainer should demonstrate active and competent concern, so that the tutor feels that he or she is not just being "left to the wolves" after the training session. Contact, concern and action should be the hallmark of these early sessions, and of all sessions. Special areas to consider in the first meetings involve:

(1) If the meeting doesn't occur as it should, and this can and does happen, the "problem" should be handled immediately. A simplistic, "well, let's see what happens next time," or "maybe the student will show up Thursday," is inappropriate.

(2) If the tutor sees and feels honest support, he will be more likely to flow with problems that all people in reading programs know will occur in these first sessions.

(3) The staff should be ready to make immediate decisions and changes when necessary; willingness to face real problems honestly and on an adult level is probably an element of the program that was introduced in the training session, and must be demonstrated in actual practice.

(4) Remember, people deal with "new situations" at different rates: Don't give up on tutors or students who take longer to get over the beginning jitters—first recognize that they will need more support.

(5) Make certain that the individuals that have been matched really are compatible.

"Ongoing evaluation" and "inservice training"

It should be made clear from the beginning to tutors and students that they will be asked to give evaluations of their progress so that appropriate reenforcement and support can be effectively given by supervisory staff. Different programs involve their tutors in different evaluation mechanisms:

(1) Some employ the completion of forms (see appendix) that are reviewed on a regular basis by supervisors at Reading Centers.

(2) Others ask tutors to mail in reports monthly, with notes on needs, or on need for further contact from staff.

(3) On-going "friendly but carefully pointed" conversations can also be used effectively to determine that progress is being made.

As the Supervisor reviews these reports or talks with student and tutor, several important questions should be asked:

(1) Is there a sense of forward progress, and are both comfortable with the rate?

(2) Is the tutor remaining open and flexible; using different materials; looking for new things to do; continuing to learn from the student and so forth?

(3) Are the meetings occurring regularly and frequently?

(4) Are goals being established and met and are both student and tutor keeping useful records of their progress?

Programs handle "in-service training" in different ways gearing it to the nature of the program and to the nature of the tutor population. Most programs have found that the ideal situation is for staff to be available at all times to work with the tutor on a one-to-one basis to:

(1) Help design lessons.
(2) Discuss problems.
(3) Gather materials.

Of course, in order to serve a large student population with a small paid staff, such one-to-one might also be directed to helping individual tutors learn how to become more independent and not more dependent on paid staff. The amount of one-to-one support, though, can vary. Some programs choose to become heavily committed to designing a part of each lesson for the tutor; other programs might formally suggest lesson plan directions monthly through a written communication. Gathering appropriate materials might seem to be the responsibility of the paid staff however, it can also be something that the tutor is trained and encouraged to do. One-to-one in-service varies according to the needs and personality of the tutor. The staff must be prepared for this variety, and to recognize that some tutors, for various legitimate reasons, will need more help than others.

Another technique used for "in-service training" involves specially-scheduled "follow-up workshops" or "special training workshops." These may be arranged in various ways:

(1) Either at an appropriate time after tutor and student begin meeting.

(2) When tutors from a particular workshop

group come back to compare notes and ask questions.

(3) At regularly-scheduled times throughout the year for all tutors.

A follow-up workshop should not be an irrelevant exercise held to fulfill a contract, instead, it should relate to individual tutors' real needs. Sometimes a questionnaire to tutors will best enable the workshop to be designed specifically for real problem areas. Workshops with an announced agenda also help the tutor to choose the session that will be appropriate to his needs. The use of an outside resource at these workshops should be reemphasized. A special appearance by a reading professor from an area college can encourage the tutor to feel that he has a greater variety of help available and may give him a chance to get some new answers to old and persistent problems.

The whole idea of group in-service training is particularly appropriate to reading programs that meet in several different locations, where little one-to-one training cannot be available. Group workshops also tap another massive area of strength; the support and real resources that tutors can be to each other. Tutors should always be encouraged to meet with each other and compare notes, and the group in-service can frequently facilitate in the same area. Many tutors, when given the contact with these special resources, take upon themselves the further expansion and refinement of their own lessons.

An area that should not be overlooked is special workshops and lectures on reading that may be given by other groups. As much as possible, all reading resources within a community should be identified and tutors introduced to them. It is the responsibility of the staff to see to it that tutors take advantage of various services that can improve their lesson. While tutors will take advantage of additional services according to their own needs and commitment, availability of expanded services and the frequent addition of something new and useful, sets a pattern for the entire program that implies constant growth is available. Thus the overall instructional quality of the program will be increased. The idea that a program may have too much "professionalism" supporting it is usually not valid because tutors expect professional support and development as well as human and personal concern.

The best form of "recognition" is the knowledge that the tutor and student are having successful lessons. Nothing substitutes for the accomplishment of the reading objectives, and if those are being met, personal "recognition" of tutors by staff or community groups may actually be unnecessary. A tutor, when asked if she would mind if the program nominated her for the Governor's award for volunteers (she met several students every day during the week, and had been doing this for over a year) absolutely refused: "I do this for the student who wants to learn to read, and I don't want any public recognition". This tutor, and many like her, would agree to publicity only if it seemed necessary to the continuation and expansion of the program. In fact, as "recognition" functions and techniques are considered, it is important to remember the individual and independent commitment made by most tutors. Most tutors would rather have a new idea to use with their students than anything else. A student's mastering of something in reading is, every bit, a reward in itself.

Recognition beyond this sort, however, is worth a program's time and expense, as long as it takes into consideration the varying needs of individual tutors and groups of tutors. Kinds of recognition can be tailored to the needs of different types of tutors.

The following list attempts to suggest the variety of forms "recognition" can take.

(1) Many tutors appreciate an early offer during tutoring of a "letter of recommendation." Many times their tutoring activity is part of their personal search for a "meaningful job."

(2) Asking tutors for appropriate program favors (can you take another student? for example) should also be viewed as a recognition of value.

(3) Special tasks for the program that a tutor might be asked to perform, such as filling in temporarily at the desk or a center or making a tutor recruitment speech, frequently reenforce the tutor's own sense of his value to the program.

(4) Ask the tutor to serve on a program task force.

(5) Build comraderie between volunteer tutors and paid staff:
   a. Know the tutor by name
   b. Call or send note if tutor is sick
   c. When a tutor accomplishes something with his student, it is good if a "friend" can share it too.
   d. When a tutor has to leave the program, share the sense of loss and express gratitude for his valuable help.
   e. A special thank you, a personal note of varying kinds, is always appreciated.

(6) Many programs have periodic dinners or group functions for tutors who want to attend, and some sort of formal group or indi-

vidual recognition can occur in which certificates are awarded.

All of these items are simple, thoughtful, and are great for encouragement and positive reinforcement. If tutors are not meeting regularly in a Reading Center, this kind of encouragement may need to be expressed by frequent phone calls, special meetings, group letters or newsletters with individual recognition and so forth. But it is essential to remember that the most important element in recognition is the success of the tutor's student. Be sure to communicate the student's positive input to the tutor.

There are other forms of recognition that also can be successfully employed:

(1) Certificates of accomplishment (by length of time, for example).

(2) Certificates of successful completion of training.

(3) Some sort of recognition in writing for work done by a tutor who leaves.

(4) A small special gift for special tutors (one program presented several tutors with a "R2R" charm).

(5) An appreciation dinner for a group of tutors, or a meeting lunch, and so forth.

(6) Formal recognition by public media and by community groups is appropriate for certain tutors, or groups of tutors.

(7) Interviews by the newspaper, radio or television are enjoyed by many tutors. If such formal recognition can invoke recognition of the work done by tutor and student, the form can seem more meaningful to many tutors. For many tutors, the knowledge that such public recognition can help recruit tutors may make the recognition more worthwhile.

Again, it is important to recognize the variety of tutors in various ways: a wall plaque cherished by one tutor can be seen by another as a wasteful program expense.

While most tutors do expect all of the work they do in a program to be as a volunteer, certain considerations must be given to certain tutors, and a method that may involve "financial incentives" should not be overlooked. Mileage to and from tutoring, tutors should be informed, is tax deductible. Certain other expenditures can also fall under "tax deductible". Free parking, free coffee, can also appropriately be underwritten by the program. It is quite understandable that many tutors do not expect to have to buy their own books, or pay $3.00 a day to park a car. Sometimes, contributions from the outside can take care of this expense. Sometimes, parking and travel time can be a prime reason for locating a satellite at a specific site. It is a rule, for tutors and students, that proximity to the tutoring location is a real incentive. For a student or tutor to have to drive 30 miles is a real burden.

Any program can look profitably into various outside programs that may provide financial incentives or assistance to tutors. "Interns", paid by another agency, or work-study students, can be valuable tutoring resources and usually demonstrate the same commitment as the volunteer. RSVP and other programs for senior citizens who want to tutor frequently provide financial incentives, as do other programs for students who may want to tutor as part of their course of study. Some programs for persons who are unemployed may also be viewed as potential resources for excellent tutors, tutors whose commitment to the student is rarely less than that of the other volunteer.

Tutor satisfaction, better lessons and better tutor retention, is facilitated and assured in various ways by effective inhouse communication.

(1) Part of the responsibility of the paid staff is to see that problems that a tutor is encountering are known and discussed.

(2) Because tutors can come in contact with several staff members, it is important that communications are not lost or overlooked.

(3) Staff and Director must be accessible. Tutors must feel that there are people to turn to; that they are not too busy (or always on the phone). A description (and introduction, if possible) of all staff at the training is most helpful. For the Director to actually work with the tutors and students at some time in the Center is also most helpful.

It is challenging to handle the communications and needs of tutors who may unknowingly be assuming that all the staff members work twelve hours a day, six days a week. But the challenge must be met or the tutor may assume that "nobody down there knows what's going on." Meeting the challenge is a matter of good organization, which may range from a "phone log" that the staff checks regularly, to frequent followup phone calls by the staff whenever and throughout the time that a tutoring situation may seem to be encountering difficulties. Inattention to small details, or to a tutor's request, may lead to disenchantment, frustration, and lack of respect for the program. If it is necessary, the Director should play a useful role in ironing out exceptional difficulties such as a tutor just not getting along with a staff member. Such problems are bound to occur and they must be handled in an appropriate manner.

Numerous kinds of communications occur between program and tutors. Most programs have a frequent newsletter that may communicate important news and helpful hints to tutors. A special message board or message flyers can be employed. Phone contact is essential in all programs and is frequently used by the staff to insure that tutor and student are communicating. It is expected that if a student and tutor cannot meet, they will let each other know ahead of time. In some way, arrangements have to be made so that neither appears expecting the other who never shows. A center or a central co-ordinator should facilitate this type of communication. Staff may employ "notes in the student file" to make suggestions on the lesson to tutors, especially when such oral communication is difficult. The ways of inhouse communication are as varied as the programs, but they all are based on the mutual recognition that poor communication will result in a dissatisfied tutor. Good organization can be accomplished so that everyone stays in touch.

Most tutors who volunteer to teach do it because they have a genuine concern for their fellowmen. Therefore, they expect to be able to help someone learn to read, and, if they are having difficulty accomplishing this, to receive advice and help.

Problems in programs can many times be avoided if care is taken early in the following areas:

(1) Be sure that the tutor knows what his job is (see the Handbook Section on "Job Description").
(2) Emphasize that supervision of some sort will be carried out (and that it is available).
(3) Explain the nature and purpose of the supervision.
(4) Be realistic with tutors from the beginning.
(5) Explain that students will be consulted on their sense of progress.
(6) Explain that "mismatches" do occur and that careful and tactful corrections will be made when they do occur.

While "mismatches" can usually be corrected, there are times when programs may have to take special measures with a tutor.

(1) If a tutor must be asked to resign, be sure it is done with forethought and tact.
(2) Try to find some more appropriate forms of service for the volunteer, either in the reading program, or in another volunteer program.
(3) Consider if further training or more careful supervision might not actually be the answer to the problem.
(4) Try to perceive and handle such potential problems early.

Recruitment and Retention of Clients

Mildred Mason

- Introduction
  - A. Having a positive attitude
  - B. Developing a motivational plan
- Common Characteristics of Adult Learners
  - A. Who they are
  - B. Where they are from
  - C. What they need educationally
  - D. Conditions of learning
  - E. Method of gathering interest information
- How to Recruit Target Population
  - A. Methods of recruiting
  - B. Specific methods for various categories of learners
- Interagency Cooperation
  - A. List of possible agency resources
  - B. How resources can be helpful
- Intake Procedures
  - A. Creating a relaxed atmosphere
  - B. Establishing trust
- Need Assessment
  - A. Choosing an instrument that gives pertinent information
  - B. Effectively analyzing test results
- Recognition
  - A. Two types of recognitions
  - B. Utilizing recognition effectively
- Student Attrition Committee
  - A. Committee make-up
  - B. Committee function
- Checklist
- Appendix
- Endnotes

Introduction

As one begins the process of developing recruitment and retention strategies of participants for adult educational programs, the question of what initiates and sustains behavior is often paramount in the organizer's or educator's mind.

His or her major interest is in being able to identify and utilize motivational techniques that will stimulate the learner to enroll in an educational program and remain there until he has accomplished goals that will satisfy both his need and want.

How does one motivate adult learners to study, to work and to learn? There is no easy solution to this question. What must be realized first is that motivation to learn is a complex blend of different variables encompassing teacher expectation and learner aspirations.

One might logically assume that if a person either cannot read or does not read well by the time that he has become an adult, that the problem lies within the learner. To assume this would not be using an objective approach to teaching and would probably lead to a learner retention problem. More specifically, optimism and objectivity must be maintained at all times. For whatever reason, the learner is now showing interest and needs to experience immediate success for continued motivation, which is step one in developing a motivation plan.

A motivation plan, in this sense, is an outline of strategy used to attract, retain and redirect the life of an adult learner by channeling him through a successful academic experience in order that he or she may become functionally literate in society.

Common Characteristics of the Adult Learner

For want of a general description of adult learners, the Matoon Illinois Education Extention Center states, "What are these adults like who are seeking basic adult education; trying to obtain the education they missed in their youth? Each name is different; each case is different; but they have one thing in common, they represented poverty in Illinois and America."[1].

More specifically, adult learners are not always poor, but are men and women who have for years struggled through life not knowing how to read or write for various reasons that may be attributed to ills of society. They now need educators to understand them, their wants and needs, and to design highly motivational education programs to combat their problems.

Before attempting to develop a motivational plan, it would be to the advantage of an educator to familiarize himself or herself with the following characteristics of adult learners as stated by Roby Kidd when comparing adult learners with adolescent learners:

1. Adults have more experiences
2. Adults have different kinds of experiences
3. Adults' experiences are organized differently.[2]

If an educator is to understand the adult who comes seeking knowledge, he must also be aware of the wide range of experience which make up the adult life. A program that replicates traditional school programs may prove quite inadequate for satisfying needs of mature adults. They want programs designed to provide answers that will relate directly to their lives. They will then equate them to life experiences and make qualitative judgements using life experiences to make new considerations. If they see that they can gain relevant knowledge from activities in adult education, they will participate. If not, they will drop out.[3] The fact that adult learners are different makes the understanding of what Havinghust calls the "teachable moment" so important. That moment comes when a person has need for a skill or knowledge which will help him or her solve a life problem.

Getzel reinforces Carey's identification of adult learner by stating, "adults learn best those things where they see relationships that are relevant to them."[4] Designing adult education programs that will attract and retain learners then becomes step two of a motivation plan. Following is Getzel's list of conditions most often present in adult learning situations which may be used as a guide for developing academic and support strategy.

Four Conditions Usually Present in Adult Learning Situations

1. Most of the significant problems faced by the adult do not have correct answers in any ultimately verifiable sense. The important decisions are always made in the face of un-

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[1] Report on Matoon Area Education Extention Center, Fall, 1966, to Illinois Office of State Superintendent of Public Instruction, Department of Adult Education. (Mimeo)

[2] Rody Kidd, How Adults Learn, Associated Press, 1959, page 45.

[3] James T. Carey, "Why Students Drop Out": A study of Evening College Student Motivation, Center for the Study of Liberal Education for Adults, Chicago, 1953.

[4] Jacob Getzels, Learning Theory and Classroom Practice in Adult Education, May 1956, page 78.

certainty. The laboratory animal is correct when he reaches the goal box; the child is correct when he gets 100 percent on a test. The adult can never know whether the time he gives voluntarily to studying library service might not be better used studying finger-painting; or whether attendance at a literacy tutorial session is worth the loss of viewing the Wednesday night TV fight.

2. There are stereotyped institutional solutions that are correct because they are traditional rather than rational. The adult, more than the child, is bound by these stereotyped solutions and, although the solutions are modifiable, they are modifiable only in the face of severe internal and external pressures.
3. Any solution that the adult makes to a problem is bound to have significant effects upon other individuals. He must predict not only his own reactions but the reactions of others. This is true for the educational problems in the classroom as well as for the personal problems of adult life.
4. The solutions to problems inevitably involve more than the assessment of objective facts. Perceptions and decisions may appear incorrect in the light of reality, but they are made because of emotional factors. By the time the adult comes to a learning problem, he is usually in one way or another deeply committed to a particular point of view regarding the significant matters at issue.[5]

The third step of the plan then becomes classifying adult students for particular programs in order to better understand them and plan for them. Cyril Houle of the University of Chicago conducted a study of participants in adult education and found that they fall into three broad categories: (1) goal oriented adults—learners for basic literacy type programs, (2) activity oriented adults—learners for traditional Adult Basic Education Programs, (3) learning oriented adults—learners for college, evening classes, etc. Since basic literacy type programs are of concern in this chapter, more will be stated about goal-oriented adults.

According to Houle, program planners will find numerous adults who have specific goals or a goal they contemplate achieving in an adult program. If they do not obtain that goal, they become frustrated, disappointed and will almost invariably drop out.[6] The motivation plan now becomes identifying goals with learners that are realistic and will satisfy learners needs and wants simultaneously. Houle further states that goal-oriented adults are the easiest to understand, chiefly because their views accord so well with the usual beliefs about education.

In order to assist learners in goal setting that will ensure inclusion of their desires, one must gather information from them by informal discussion and by designing a personal data sheet. The example that follows was designed by Roger W. Oxford, Director of Adult Education, Northern Illinois University:[7]

PERSONAL DATA SHEET

Name ______________________ Address ______________ Phone ________

Occupation (present or intended) ____

Name of spouse ____________________ Number of children ________ Ages ________

Schools you have attended and degree earned:

Pertinent work experience:

Have you participated in an Adult Education Class or a Discussion Group before? If so, describe:

Expectations: What would you like to obtain from the course? State five objectives you have for the course.

Member of organizations—list:

Family activities, including hobbies:

Magazines you read regularly:

Books you have read in the last year:

Now it's time for the final step of the motivation plan. This involves the educators' genuine belief that participants can learn. They demonstrate their belief by using a variety of approaches and materials that helps learners achieve their goals and which satisfies their wants and most of all their needs.

How to Recruit Target Populations

Recruitment of participants is one of the most challenging experiences of the adult education program. There is no single technique that is equally effective in all geographic locations. The program planner must use an eclectic approach; a variety of methods.

Listed below are methods used by thirty-five different Right to Read Reading Academies in various parts of the country. Information was taken from a survey conducted by the Delta College Adult Reading Academy, in Saginaw, Michigan.

1. Spotlights and announcements on local radio stations.

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[5] Ibid.

[6] Cyril O. Houle, The Inquiring Mind, University of Wisconsin, Press, Madison, 1961.

[7] Roger W. Oxford, Director of Adult Education, Northern Illinois University.

2. Spotlights and announcements on local TV stations.
3. Door-to-door campaigns in designated areas.
4. Posters with few words and large print.
5. Brochures to local human service agencies outlining program purpose, target population, and what the program has to offer. BE SURE TO SAY FREE OF *CHARGE*.
6. Correspondences sent to local churches.
7. Correspondences sent to local organizations.
8. Short 5 to 10 minute speeches made to large and small groups at educational functions.
9. Having resource people in the community to speak in behalf of the program—establishing credibility.
10. Develop a referral system for agencies such as the Employment Security Commission, Employment Placement, State License Bureau, Department of Social Service, Big Brothers, Big Sisters, Alternative Education Program, O.I.C., and Adult Basic Education Program.
11. Word-of-mouth from people served by the program and experienced success.
12. Newspaper announcements and success stories.

Posters for recruiting might be effective for some levels of adult learners. Inexpensive materials can be used with eye-catching designs. Ideas can be retrieved from a good graphics book.

Representatives from agencies and organizations should be contacted and orientated to the literacy program. Selling the service offered to other community agencies is a first step. Try to employ as recruiters people who are known and trusted in the target community as people tend to more readily trust someone from the same background. It is also sometimes wise to recruit in teams. Volunteers or personal recruiters can be effective, but their success depends on training. Both preservice and inservice training is necessary.

Also, it is essential to recognize that there are differences among the adult learners one is attempting to reach. Many adults who have not finished school are, nevertheless, economically and personally secure. These individuals have a belief in education and service programs, and will seek them out if they know that they exist. The self-directed adult is easily recruited through the use of traditional promotion and publicity such as the media. Recruiting messages to this type of adult learner, and to all types of adult learners, must relate the benefits of the service provided to everyday life.

Many adult learners who suffer from undereducation and underemployment also believe in the value of service programs and are willing to use them. However, for many, time presents a problem. Any program that has rigid hours is unaccessible to them because of conflicts with work or family responsibilities. Therefore, the services must be offered at flexible times and the flexibility must be advertised in the recruitment message.

To reach the potential learners who are sporadically employed or severely underemployed and far from the mastery of basic skills, individualization of recruitment must be employed. The adult that must be met one-to-one is recruited best through agency referrals or door-to-door campaigns. To implement this strategy the following should exist:

1. A link with agencies that provide individualized services for disadvantaged adults.
2. Developed materials that are easy to read and can be personally delivered and explained.
3. A developed media campaign that lends credibility to the personal recruiters.
4. Emphasis in publicity and personal contacts of what the program can do for people.
5. Talks within the community to inform people of what the program offers, and an exchange that elicits what the community feels are its needs.

The stationary poor is the group with the greatest need. Generally, they do not feel they have control over their lives, and they pass on that hopelessness to their children. They spend most of their energy getting along from day-to-day. They are the unemployed and lack skills necessary to become employable.

The adult who must be met one-to-one and the stationary poor get most of their information from people they know. They use the media, but generally only for entertainment and not for obtaining information. A linkage with agencies that provide service and go into the home or require client contact of any sort is very instrumental in the recruitment of the stationary poor.

Geographic, cultural, and physical differences among the adult learner also call for differences in recruitment techniques. One factor that must be considered, for example, is the difference in language. Effective recruitment messages must speak the language of the target population and, once recruitment is successful, the dissemination of information must continue to consider language differences.

Recruitment of a specialized target population should consider using trained, indigenous recruiters, both paid and volunteer, and preferably program participants from the community. Personal contact and the media should be used together because each reinforces and legitimatizes the other. Recruitment of the learner with a language difference requires that both the personal recruiter and the message be indigenous to the community and if necessary bilingual. With messages involving television, radio as well as print, the use of participants' first language should be used.

Aging people living together in institutions and special communities are easy to find and serve. However, most older people live alone or with families and are difficult to reach and serve. These individuals need much encouragement and support since they must make special efforts to attend a program. Also, if they are staying with families, it is wise to consult with the families to reassure them and to obtain their support. Most senior citizens are active people who have much to gain and to contribute and should be recruited as both participants and as volunteer tutors.

The incarcerated are among those who are often forgotten by human service agencies, but they are high on the scale of needs. Rehabilitation resources and information on educational and training opportunities are potential information areas in the recruitment of the incarcerated. A liaison must be developed between the local law enforcement agencies and educational rehabilitation programs.

Newspaper recruiting may be successful in some instances. A fairly adequate ad may be purchased in a large newspaper or a paper that many times services the target population. In most cases, the cost for advertisement in these newspapers is inexpensive and sometimes free space may be acquired for public relation releases. News releases will also attract some potential learners. Human interest stories, special features and straight news stories should be developed with local newspapers. Feature stories showing and telling about people who have entered the program are most successful. To reach the target population, these features should include captions that deal with the everyday concerns of people.

Spot radio announcements can be very effective particularly on a station that serves the target population. One should get to know the station program director and find out when free spots are aired. Television stations, like radio stations, provide free public service announcements. It is imperative here that one get to know a television manager in the area and the station requirements for broadcast presentation. In taping personal announcements, simply worded flip cards that tell about your services can be provided by the station. Again, selection of content must be in terms of its appeal to the target population.

An advisory council can be helpful in recruiting and providing services for adult learners. They may have good ideas about the content and placement of recruitment messages. Join community councils that already exist and interrelate the services attempting to be provided with those of other agencies.

Interagency Cooperation

A successful recruitment campaign cannot be carried out alone. Every possible community resource is a help and a referral system should be developed at this point. Agencies listed in the Appendix are among those cited as being used by 35 Right to Read Reading Academies participating in the survey. But before making contact with these agencies the five areas below should be covered:

1. The proper name of the agency, institution, or group and the description of services offered.
2. Who qualifies for services and how are they obtained.
3. How clients are recruited.
4. If services are, have been or can be linked with learning services attempting to be provided.
5. Who manages and makes decisions.
6. How the prospective client may contact the program for services.

The director should personally make contact or sanction contact with the agency and request recruitment cooperation. The person or persons in charge of recruiting should become personally acquainted with the appropriate agency representatives. Cooperative recruitment must be planned well to ensure a maximum level of benefits to the participant.

Intake Procedures

Once the potential learner decides to seek services of an adult learning program, intake procedures logically follow. This procedure involves completing the application for the learners, gathering pertinent background information that reveals need and interest in enrolling in the program, goal setting, and either formal or informal assessment. Also, during initial intake, one must create a relaxed atmosphere with the learners and build trust that will endure throughout the instructional life of their involvement in the program. Find out whether or not there are physical disabilities which might impede academic progress. Obvious impairments that should be discussed immediately are sight and hearing.

After completing the application and assessment, discuss the length of time learners intend to spend in the program. Then assist them in developing realistic goals that are both long and short range, fitting them into the planned time frame. Should the time frame not match with specified goals, negotiation begins until learners visualize goal accomplishments in realistic terms. Often short range goals will be accomplished within outlined time span. Use this as an incentive for long range goal accomplishment. The important thing to remember is that learners who set their own realistic and attainable goals are more likely to work toward their achievement than goals set for them by someone else.

Need Assessment

The reading weaknesses of an individual are probably best determined through testing. Testing, however, must be administered carefully so as not to alienate the adult learner. Key points to bear in mind here are that the test to be administered should be designed to find out the maximum amount of information within a minimum time frame. Also, tests chosen to meet individuals needs should be designed so that they do not present a threat to the learners or to the learners' ability.

Test results will give an indication of problem areas within the reading parameters but they will not give an indication of what learners want to know. As a part of initial intake, the interviewer should create an atmosphere that allows learners to relax and tell about specifics for which they have enrolled in the program. Learners' desires and interest should then be included in the prescription for correcting reading problems.

Formal and informal tests may be used in their totality, or it may be decided, after an application has been taken and counseling administered, that only parts of a test be given. This becomes a decision of staff or the individual staff member assigned to intake. At any rate, learners themselves must have a say as to what is taught to them in education programs.

Recognition

A good self-concept is a very important variable in academic success. Given that this statement is true, learners benefit from some form of recognition of their success, which may or may not surface from formal techniques.

Often, it's rewarding enough for shy learners to receive informal recognition. The amount of personal attention given indicates belief in the learners, care for them and concern for their well-being. Also, words of encouragement will suffice. Tone indicates an appreciation for effort and will also satisfy some learners. For example, "That's good! I knew you could do it," as a way of recognizing learners that cost no more than words. Formal recognition can range from awarding a certificate for skill mastery to an elaborate dinner or ceremony. Because of the expense involved, not all programs will be able to afford this approach. However, the informal approach costs nothing and is also effective.

Student Attrition Committee

Sometimes for reasons that are unknown to the inmediate staff, learners do not complete their programs. In investigating the causes, the 35 Reading Academies surveyed indicated that a Student Attrition Committee could assist in finding out why learners drop out, getting learners back into the program and/or identifying foreseeable problem areas within the program that may cause learners to drop out. Committee make up could include learners, staff, board members, and community resource people whose program input may be outlined as follows:

1. Student involvement in programing.
2. Joint effort in planning a program whereby adults may succeed.
3. Combined effort in identifying foreseeable obstacles in programing.
4. Assurance that learners do not drop out of the program without some effort to get them back.
5. An identifiable mechanism or functioning body to help those who have dropped out and the potential drop-outs.
6. Suggestions to the program in terms of improvements, changes, etc.

Checklist of Things to do to Recruit and Retain Learners

1. Determine the number of persons to be serviced.
2. Become acquainted with characteristics of adult learners and agencies that service them.
3. Determine the target population by characteristics to better plan recruitment strategy and design instructional system (age, sex, income, family members, occupational patterns).
4. Design an instructional system employing an eclectic approach to teaching utilizing various materials.

5. Set up intake before recruiting learners.
6. Decide assessment (formal, informal) instruments before setting up intake.
7. Provide intake and assessment training to staff.
8. Depending on the outcome of (2) and (3), launch recruitment campaign using one of many formal or informal plans outlined in the chapter.
9. Make sure that each learner is not threatened and feels comfortable in the program.
10. Assist the learner in setting long and short range goals.
11. When applicable, test and analize test results.
12. Write a prescription that allows the learner to experience success in his first session as well as those to follow. Don't give him work that's too difficult.
13. Counsel learners periodically.
14. Give praise for accomplishments on an ongoing basis.
15. Include learners in program planning.
16. Encourage learners to tell others about your program.

Appendix

Agencies That Might Provide Linkages Between the Program for the Adult Learner and Other Agencies

1. Alcoholics Anonymous
2. Church Groups
3. Community Organizations
4. Comprehensive Employment, Training Act State Sponsors
5. Correctional Institutions
6. Department of Social Services
7. Ethnic Organizations
8. Farm Groups
9. Health Services
10. Immigration & Naturalization Services
11. Neighborhood Youth Corps
12. Organizations for Community Development
13. Other Educational Agencies
14. Private Organizations
15. Parent-Teacher Associations
16. Service Clubs
17. Social Security
18. Social Service Groups
19. Special Federal & State Commissions
20. State Department Agriculture & Consumerism
21. State Employment Services
22. State Parolee Commissions
23. Veterans Administration
24. Vocational Rehabilitation
25. Sororities and Fraternities

Endnotes

1. Report on Matoon Area Education Extension Center, Fall, 1966, to Illinois Office of State Superintendent of Public Instruction, Department of Adult Education. (Mimeo)
2. Rody Kidd, How Adults Learn, Associated Press, 1959, page 45.
3. James T. Carey, "Why Students Drop Out": A study of Evening College Student Motivation, Center for the Study of Liberal Education for Adults, Chicago, 1953.
4. Jacob Getzels, Learning Theory and Classroom Practice in Adult Education, May 1956, page 78.
5. Ibid.
6. Cyril O. Houle, The Inquiring-Mind, University of Wisconsin, Press, Madison, 1961.
7. Roger W. Oxford, Director of Adult Education, Northern Illinois University.

Client Referrals

Sandra Page

Why Client Referral is Important and How to Begin

The Nature of Referrals

National Agency Referral Resources

Publications

Reciprocal Referrals

Checklist

Why Client Referral is Important and How to Begin

While in adult literacy program, clients will often need assistance with such matters as health care, food stamps, housing, legal aid, job training, child care, etc. Moreover, gaining outside assistance can be crucial to the client's continuation and success in your instructional program. This is another instance in which it is imperative to canvass community resources and establish contacts with other agencies. You might find that a good way to begin is by investigating some of the well established community service organizations in your area. You will undoubtedly find that they have already compiled a directory of agencies and institutions complete with addresses, telephone numbers, and program descriptions. Such agency directories can generally be purchased for a nominal fee. Another very good resource is the staff member who has lived and worked in the area for years and knows where to turn for whatever service is necessary. Advisory Board members can also be instrumental in making useful agency contacts.

There are many organizations you will work with which are specific to your area. The types of organizations you will probably seek out however, include crisis centers, churches, drug and alcohol rehabilitation programs, court referral programs, colleges and universities, halfway houses, and cultural centers, etc.

The Nature of Referrals

Referrals are essentially of two types:

(1) Personal—relating to matters of primary need, (food, housing, clothing, mental & physical health care, etc.); and
(2) work/training-related.

Many clients will need assistance in personal matters however, the majority of your referrals will be work/training related. Generally, clients utilize the program as a steppingstone to further vocational/educational training.

National Agency Referral Resources

There are several agencies or organizations which are nationwide and well worth contacting and working with. The following agencies and addresses are specific to Boston, Massachusetts, however, most larger cities in most States have these counterparts:

Bureau of Adult Services
Massachusetts Department of Education
182 Tremont Street
Boston, Massachusetts 02116

The Bureau services include: (1) Adult Education classes offering a wide variety of courses at locations throughout the city; (2) courses in Basic Education for illiterates and undereducated adults; (3) correspondence courses including courses for high school credit; (4) and inplant training program. Workers may request that courses be set up in their workplace; (5) adult civics education courses to prepare noncitizens for the naturalization examination. Included is training in English as a Foreign Language.

The Bureau also operates the High School Equivalency office which administers general education development testing in English and Spanish.

C E T A (Comprehensive Employment and Training Act)
State Manpower Office
Charles F. Hurley Bldg. 4th floor
Government Center
Boston, Massachusetts 02114

This act makes money available to cities and nonprofit organizations to create new jobs.

Department of Labor and Industries
Division of Apprentice Training
Leverett Saltonstall Building
100 Cambridge Street
Boston, Massachusetts 02202

The Bureau of Apprenticeship and Training of the U.S. Department of Labor has the responsibility of encouraging industry to establish apprenticeship programs and improve existing programs. One of it's prime objectives is to promote cooperation between management and organized labor.

Division of Employment Security
C.F. Hurley Building
Government Center
Boston, Massachusetts 02114

The Division of Employment Security, (DES) is a free employment placement agency. The DES also has vocational information booklets and pamphlets which are available to the public.

Massachusetts Rehabilitation Commission
Administration Office
296 Boylston Street
Boston, Massachusetts

The Massachusetts Rehabilitation Commission is an agency of the Commonwealth which is supported, in part, by Federal funds. The services are available to any person who lives in Massachusetts, who has a mental or physical disability which is a substantial employment handicap and who may be expected to be fit for gainful employment within a reasonable amount of time. The services available include: medical, psychiatric and psychological evaluation; counseling and guidance; occupational therapy; vocational training; provisions of equipment and supplies required during training and assistance in placement on a suitable job.

Morgan Memorial Goodwill Industries
Rehabilitation Services
95 Berkeley Street
Boston, Massachusetts 02116

Morgan Memorial Goodwill Industries is a private, nonprofit rehabilitation facility which provides comprehensive evaluation, adjustment, and training services for the multihandicapped population. Goodwill now offers an expanded rehabilitation program which includes a professional rehabilitation team of counselors, psychologists, social workers, activity of daily living instructor, vocational evaluator/instructor, medical staff, clerical evaluator, placement specialist, as well as work supervisors/ instructors. All services are provided within a genuine work setting. The purpose of the program is to prepare the handicapped for competitive employment and as such, Morgan Memorial Goodwill Industries is considered a transitional Rehabilitation facility.

National Alliance of Businessmen
Suite #204
50 Federal Street
Boston, Massachusetts 02110

The Alliance is a unique partnership of business, labor, education and government working to secure jobs and training for disadvantaged people, Vietnam veterans, needy youngsters and ex-offenders. Established in 1968 at the request of President Johnson, NAB's mandate has been renewed and expanded by subsequent administrators.

Opportunities Industrialization Center (OIC)
184 Dudley Street
Boston, Massachusetts 02119

OIC is dedicated to recruit, train, counsel and find jobs for the inner-city's underemployed and unemployed. Training programs are in the fields of machine operator, electromechanics, electronics, keypunch operator, clerical, computer programing, and automotive mechanical repair.

Public Welfare Department
600 Washington Street
Boston, Massachusetts 02111

Programs offered by the Public Welfare Department include AFDC (aid for families with dependent children) general relief, SSI (Supplemental Security Income) and medicaid.

Recruitment and Training Program
1216A Blue Hill Avenue
Mattapan, Massachusetts 02126

The recruitment and training program works with 18 to 26-year-old disadvantaged youth, offering a variety of employment and training services.

Wider Opportunities for Women—Boston, Inc.
413 Commonwealth Avenue
Boston, Massachusetts 02215

Wider opportunities for women (WOW) is a nonprofit agency which is supported by individual and corporate memberships, as well as by funds from governmental and private sources. WOW is a career counseling and resource center for women offering current information and guidance on careers and employment. The programs are distinguished by the emphasis on a realistic approach to employment and the processes of self-help techniques.

Publications

In the same vein, the following publications are among those worth checking into:

Career Opportunities for Technicians and Specialists
Series of five volumes. (Engineering technicians, health Technician agricultive, Forest and Ocean technicians, Marketing Business and Office specialists, Community service and other new Specialists.) J.C. Ferguson Publishing Co., 6 North Michigan Ave, Chicago, Ill. 60602.

Encyclopedia of Careers and Vocational Guidance
Volumes I and II. These are comprehensive volumes on: Planning your career (Volume I), and careers and occupations (Volume II) Doubleday and Co., Garden City, New York 11530

Job Guide for Young Workers
U.S. Department of Labor, Bureau of Employment Security (Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 1969)

Manpower Services to Minority Groups: A Desk Reference for Employment Service Personnel, (Washington, D.C.: U.S. Government Printing Office) 1-2.

Occupational Outlook Handbook
Career information for use in guidance. Prepared by the U.S. Department of Labor, may be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20302 (price $6.25)

Publications put out by the Office of Career Education, U.S. Office of Education include:

Women in the Working Role CE 7502757
Summer Workshop, 1975 Exemplary Career Education Project, Springfield, Oregon 97477, 1975.

Bibliographies of Career Related Materials CE 7603577
Education Development Center, 55 Chapel St., Newton, Massachusetts 02160, 1975

Be what you want to be CE 7603689
Cerres Unified School District, P.O. Box 307—6th and Lawrence Streets, Cerres, Ca 95307

Reciprocal Referrals

Certainly, while you are finding out everything you can about other agencies, there is no reason why you can't tell them everything about your adult literacy program. In many areas Reading Academies and other agencies work hand-in-hand, one providing reading instruction, the other perhaps providing health care, and both making reciprocal referrals. Referrals are often made personally through telephone calls or by taking a client to a community agency for assistance. In the long run however, you may find that it is worthwhile to adopt the use of a short referral form which will note the client's name, date, agency being referred to, why, and outcome of referral. A copy of the referral form can be kept on file and then referred to when making future referrals or when doing program documentation for midyear and annual performance reports. See Appendix (A) for sample referral form.

REFERRAL FORM

Contact person(s): Telephone No.:

____
date

This is to introduce ________________________
name

Address ________________________
number and street

________________ ________________
city, state and zip code telephone

Agency being referred to: ________________________
name

Agency being referred to: ________________________
name

____
address

____
Agency contact person

Reason for referral: ________________________

____

____

Follow-up: ________________________

____

____

____

____
Counselor

Checklist

1. Procure a comprehensive directory of community resources ______
2. Tap staff and/or Advisory Council for knowledge of community resources ______
3. Establish contacts with community resource personnel ______
4. Establish referral mechanism to and from your Adult Literacy Program ______
5. Document file and update outcome of referrals. ______

Staff Development

Joyce Coy

Definitions
Staffing Designs
What Tasks Need to be Accomplished
Who is Best Able to Perform the Tasks?
Instruction Needed to Perform These Tasks?
Building a Good Relationship
References

Definitions

In-Service Sessions:	Periodic ongoing training for staff members. The format and topics will vary according to the needs of the staff and the objectives of the program.
Orientation Sessions:	A one-to-one or group session to familiarize staff with goals and objectives of the program.
Paraprofessional:	One trained to assist a professional person.
Pre-Service Sessions:	A planned training program usually consisting of a specific number of hours or days. Usually staff receives pre-service prior to actual contact with student although, due to circumstances, some staff members might begin their duties while being trained.
Staff:	"Staff" can refer to any person directly involved in the operation of a project: paid paraprofessionals, volunteer tutors, certified teachers and clerical aides. For the purposes of this chapter, however, "staff" will be limited to paid personnel.
Staffing Design:	The specific staffing structure within any program.
Teacher:	One whose profession is to instruct.
Team Building:	The process of forming "teams" for administrative or instructional purposes. Often a "team" may be responsible for a specific center or geographic area.
Training:	"Training is meant to encompass anything that helps to increase the realization of a person's or organization's potential."[1] For our purposes, used synonymously with "development."
Tutor:	One charged with the instruction and guidance of another. May include volunteers and paraprofessionals.

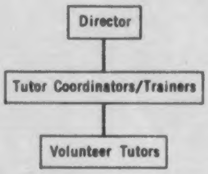
Staffing Designs

Staffing designs in most adult literacy programs vary greatly across the country because these patterns are determined on the basis of community needs, resources, philosophy and the availability of funds. An efficient staffing design provides the foundation for a strong program; it is the underpinning upon which the rest is built. Six staffing designs that are commonly used are:

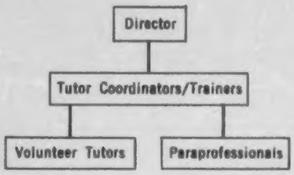
Staffing designs such as these, form the basis for staff development and "team-building." After choosing a specific staffing design, obvious questions are:

(1) *What* tasks need to be accomplished?
(2) *Who* are the people best able to perform these tasks?
(3) *How* and *when* will these people receive instruction to enable them to perform these tasks effectively?

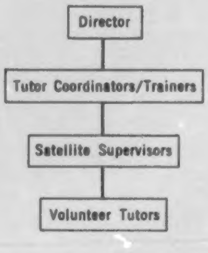
Model I


Director
Tutor Coordinators/Trainers
Volunteer Tutors

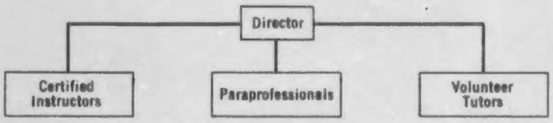
Model II


Director
Tutor Coordinators/Trainers
Volunteer Tutors
Paraprofessionals

Model III


Director
Tutor Coordinators/Trainers
Satellite Supervisors
Volunteer Tutors

Model IV


Director
Certified Instructors
Paraprofessionals
Volunteer Tutors

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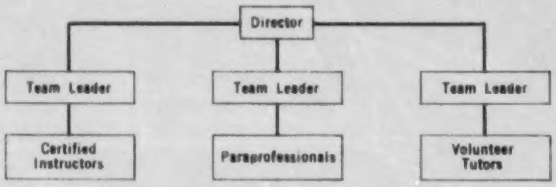
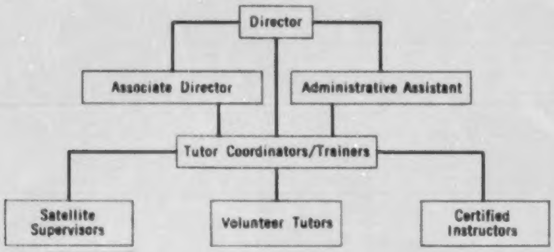
[1] Marlene Wilson, *The Effective Management of Volunteer Programs.* Volunteer Management Associates, 279 South Cedar Brook Road, Boulder, Colorado, 1976. P. 139

Model V



Model VI



What Tasks Need to be Accomplished?

These tasks are already listed in the program proposal in a general way; they now have to be broken into specifics in order to be related to staff development.

Who Are the People Best Able to Perform These Tasks?

Since this chapter deals with paid personnel, the importance of writing a precise job description, listing skills, attitudes and competencies necessary, cannot be overemphasized. Brief statements of the philosophy of the program and delineations of duties should be included in order to present the applicant with a clear picture of the program. (see section on Job Descriptions.)

A. A personal interview is one way of effectively choosing your staff.

The Interview Process: Business managers, personnel directors and administrators have had extensive experience in interviewing people. As an adult literacy program director, you might not have had previous experience in this process. There are certain steps which might be of some help.

1. *Use job descriptions* whenever possible. This will give people a good idea of what you expect and will automatically eliminate people who are really not interested. (See section on Job Descriptions)
2. *Screen applicants* over the telephone. When people contact you concerning the job description, take time to talk with them in order to determine if an interview appointment should be made.
3. *Mail a brief data form* to them which they will return when they have the interview. Have one question on the form which requires a written reply of several sentences to determine level of written response.
4. *Establish rapport* as soon as possible during the interview so that the person will relax and will feel free to express himself.
5. *Explain the goals* of the program and delineate job responsibilities. Provide opportunities for the person to respond.
6. *Spend more time listening* rather than talking.
7. *Be sensitive* to cues from the person that reflects cultural bias, inflexibility, oversolicitousness, or general character instability.
8. After the interview, *write a few comments* on the back of the data form.
9. *Keep in mind* that you need to ask: Will this person help to accomplish the goals of the program? Will the program fit this person's needs? Will this person be an asset or a liability?

B. What other qualities do you look for when determining whether or not a person is "right" for your program?

Often, educational background is not the most reliable criterion; neither is personal appearance or socioeconomic background. Expertise in working with adults or in teaching reading is usually desirable. However, while a particular reading specialist or experienced volunteer might enhance your program, another reading specialist or experienced volunteer might disrupt it, so that expertise, alone, is not entirely reliable.

C. What past experience, attitudes, personality traits, and expertise might be expected from a person who wants to work with adults?

When questioned, many literacy tutors answer that a person must be:

- sympathetic, empathetic, objective
- realistic, imaginative, capable of human understanding
- patient
- openminded

- flexible
- able to listen
- stable, resilient
- informal in approach, but able to give firm guidance[1]
- knowledgeable about community/agencies

Obviously, the person must be literate and must be able to communicate an enthusiasm for learning to the client.

Two hundred and thirty-four administrators and teachers of adults listed traits and skills that they thought were of high priority for adult basic education staff.[2] These competencies were divided into attitudes, behaviors and knowledges such as:

I. TOWARD THE LEARNER

A. Attitudes

1. accepts the importance of recognizing individual differences
2. does not fear students who come from different backgrounds
3. has accepted the fact that there are differences between children and adults as learners.

B. Behaviors

1. identifies the needs of individual learners
2. motivates students
3. raises students' self-concepts

C. Knowledges

1. has knowledge of the effect(s) of discrimination upon the self-concept of ABE students
2. knows principles of learning as they apply to the adult student
3. has knowledge of the impact of prior educational experience and failures upon the undereducated adult

II. TOWARD THE INSTRUCTIONAL PROCESS

A. Attitudes

1. has an open-mind and is willing to accept ideas of others
2. appreciates the need to adjust the rate of instruction to the student's rate of learning
3. believes that adults can learn if motivated and given sufficient time

B. Behaviors

1. effectively communicates with adults
2. develops a climate that will encourage students to participate
3. plans instruction to begin at the student's learning level

C. Knowledges

1. has knowledge of the areas of applicability of the skills she/he is teaching
2. has knowledge of the more widely used and usable ABE materials
3. has knowledge of the principles of adult learning

III. TOWARD THE CURRICULUM

A. Attitudes

1. is aware of the content in relation to the learner's objectives
2. recognizes that math instruction should include instruction in reading and vocabulary

B. Behaviors

1. adapts curriculum to the needs of the adult student
2. demonstrates ability to maintain her/his own mental and physical health
3. demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the ABE curriculum

C. Knowledges

1. has knowledge of the primary comprehension skills
2. has knowledge of practical arithmetic skills
3. has knowledge of the fundamental skills of communication—reading, writing, spelling, and listening—as well as other elements of effective oral and written expression
4. can recognize which components of the subject are essential to the adult student

IV. TOWARD ADULT EDUCATION

A. Attitudes

1. has confidence in her/his ability as a teacher

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[1] BBC Adult Literacy Handbook, British Broadcasting Corporation, 35 Marylebone High Street, London, England W1M 4 AA, 1975.

[2] Donald W. Mocker. "A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education," Project pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare, University of Missouri, Kansas City, 1974.

2. has a strong commitment to adult education
3. has a commitment for continuous learning

B. Behaviors

1. applies the concept of continuing education to increase her/his professional competence
2. states the primary reasons for integrating reading into the total ABE program
3. uses the services of State and local agencies responsible for ABE

C. Knowledges

1. has knowledge of the theory and practice of teaching in adult education
2. has knowledge of recruiting the undereducated adult as a learner

Attitudes, behaviors, and skills such as these can be determined in some measure during the personal interview. At any rate, certain strengths and weaknesses will be immediately apparent; others will emerge as the staff member relates to his initial job responsibilities.

How and When Will These People Receive Instruction to Enable Them to Perform These Tasks Effectively?

Orientation, preservice and inservice sessions are important means of building confidence as well as knowledge. These sessions may be organized in a variety of ways. All training sessions, however, must begin with a clear purpose in mind, whether the purpose is formally or informally stated; determined by the director or the staff members; structured or unstructured in thought.

A. Orientation.

Basic orientation is generally designed to acquaint staff members with:

1. goals and objectives of the project.
2. lines of responsibility.
3. channels of communication.
4. special needs of adult learners
5. general administration of the project (class locations, times, materials, budgetary allowances, etc.)

Some directors prefer to orient new staff members individually during the personal interview; others prefer to schedule small group orientation sessions. In either case, guidelines for orientation could include:

1. *Be prepared* to explain the program well enough so that others can understand it.
2. *Illustrate* program depth and scope with maps, schemata, and administrative component charts. A brief slide-tape presentation is especially effective if you draw upon *your own resources* and illustrate your own cultural settings. Onsite visitations and informal discussions with students and other staff members are helpful.
3. *Distribute* a few pages of informative materials to the staff. These may be actual pretraining materials or sample brochures and flyers publicizing the program. Usually, the State Basic Skills Director is a good source for general informational brochures. It is important to give your staff something that they can take with them. (See example 1)

EXAMPLE 1

Building a Good Relationship[1]

1. A good relationship can grow only in an environment of trust and acceptance. It will not be accomplished in one or two meetings. Many of the clients with whom you will be working will take awhile before they are able to accept a stranger's unselfish motivation.
2. Let the client know that he is important to you, that you enjoy being with him. If you come one week, but not the next, he may feel that you didn't come because you really don't care about him. If, for some reason, you can't make a session, explain why you can't attend the next session to him.
3. In getting acquainted, questions should arise out of natural conversation. Don't probe into the client's personal life. Avoid questioning him about his mother, father, or his father's job. If he tells you about himself, accept what he has to say without comment.
4. By all means do not try to impose your own tastes, attitudes, or values upon him. Accept the client as he is. Each client will have some special qualities that you will admire. Perhaps you will learn from them.
5. Explain to the client that since this is not school, there will be no grades and he doesn't have to pretend to know more than he really does. A relaxed atmosphere, free from the tension that

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[1] Adapted from "Guidelines for Volunteer Tutors," YWCA Academy, Lafayette, Indiana.

some children feel in school, can make learning easier.

6. Don't expect your client to show appreciation for what you are doing. Even if he has a great deal of feeling for you, appreciation, as you know, may not be a part of his world and the lack of it does not mean that he likes you less or doesn't care if you come or not.
7. It is good to be interested in your client, but don't become overly emotionally involved. Keep in mind you are there to supplement his education, not to play the role of a social worker.
8. Build your relationship slowly. Keep it growing by your acceptance of the client, your faith in his ability, your sensitivity and your faithful attendance.
9. Be friendly, reliable, and flexible. You can establish a more open and close relationship with the client or clients you will be working with because they will be fewer in number. Honesty is a must.
10. Like clients—even those who are most difficult to like, for they need it the most.
11. Have a professional attitude and interest in education. Confidential matters must be kept confidential. (Information from client files must be kept private.)
12. Feel a deep obligation to support and help your literacy program.
13. Be consistent and dependable in your commitment—dependability and cooperativeness are more important than special skill. Remember that the director has the ultimate responsibility and therefore the final say as to what goes on in the program. Avoid criticizing the staff or the program in general.

4. *Take time* to answer questions and to discuss various aspects of the program. Make sure that each person understands the goals of the program and his/her responsibilities as a staff member. Lastly, arrange times and locations for the preservice sessions.

B. Preservice Training.

Ideally, staff will have received orientation and pre-service training prior to assuming their job responsibilities. Often, this cannot be done and staff members must "learn while doing." Preservice training can be conducted individually or in group settings. Regardless of the format, it is important to remember that as director, you set the tone for the program. Putting everyone at ease is especially important during orientation and preservices. One director writes, "in a rural community, the staff and volunteers decided to have a 'pot luck get together.' " At the very least, providing refreshments such as coffee, tea and donuts promotes a feeling of psychological togetherness among the staff. Following are descriptions of workshops and training materials that are available for adaptation into your program. The materials are mentioned only for informational purposes.

1. LAUBACH LITERACY:

Consisting of 10-12 hours, it is suggested that sessions be conducted by persons trained in the method. Based on association and repetition, Laubach is a phonemic approach to the teaching of reading. In addition to having key pictures for cues [illegible] sounds, Laubach has included sound-symbol pictures for blends and dipthongs.

Basic student work texts used are:

Skill Book 1: Sounds and Names of Letters
Skill Book 2: Short Vowel Sounds
Skill Book 3: Long Vowel Sounds
Skill Book 4: Other Vowel Sounds
Skill Book 5: Special Consonant Sounds

Teachers manuals are quite complete and easy to use. Small supplementary booklets accompany each level. Many excellent materials, such as *The Be-Informed Series* and *News for You* are available from:

New Readers Press
Division of Laubach Literacy International
Box 131
Syracuse, New York 13210

2. LITERACY VOLUNTEERS OF AMERICA:

Consisting of 18 hours of instruction in reading, and 12-15 hours of instruction in English as a Second Language, this program may be modified as determined by the needs of individual programs. Instruction is available for both.

The training materials consist of:

Slides
Cassette tapes
Workbook material

The sessions are designed to balance presentations with actual tutor demonstration and participation. Literacy Volunteers approach the teaching of reading from an eclectic viewpoint, combining several techniques. Other materials include *TUTOR*, a handbook for teaching basic reading techniques to adults and *READ* (Reading Evaluation Adult Diagnosis) for assessing adult reading needs and progress; both are available from.

Literacy Volunteers of America
3001 James Street
Syracuse, New York 13206

3. "UTILIZING THE INFORMAL READING INVENTORY: A DIAGNOSTIC AND PRESCRIPTIVE APPROACH"

Is a teacher training module developed through the Reading Academy Staff Development Program. The core of the process is administrative interpretation and use of the results of the *Advanced Informal Reading Inventory*.[1] The module consists of:

- training syllabus
- 35 m.m. slides
- cassette tapes

Questions are asked after each reading, and the student should not have an opportunity to see the selection when responding to the questions. Four levels are listed in determining reading levels; independent, instructional, frustration, and capacity.

This module can be ordered through:

The National Right to Read Effort
U.S. Office of Education
Department of Health, Education, and Welfare
400 Maryland Avenue, S.W.
Washington, D.C. 20202

4. TUTOR SUPPORT LIBRARY:

Is a series of booklets developed for use in Adult Literacy Tutoring Programs as part of a project funded by Right to Read, U.S. Office of Education.

Instructional Concept Guides

1. *Getting Together:* Establishing a Working Tutorial Relationship
2. *Teaching One-to-One:* A Diagnostic Approach to Beginning Tutoring
3. *Student-Centered Tutoring:* Using Initial Lesson Results to Set Future Goals
4. *Help:* Inside and Outside the Tutoring Agency
5. *Process and Project:* A Guide for Assessment of Community Tutoring Programs
6. *Word Concepts:* An Adult Approach to Teaching Decoding Skills
7. *The Teaching of Sight Words:* Ways and Means
8. *The Language Experience Approach:* Application for Tutoring Adults in Reading
9. *The Directed Reading Approach:* A Lesson Organization Procedure Adapted For Use with Adults
10. *The Newspaper:* A Source of High-Interest Instructional Materials for Adults
11. *Resources:* A Guide for Using Published Materials in Adult Literacy Programs
12. *Splitting Up:* Terminating a Tutoring Relationship

5. I.R.A. MODEL ADULT PROGRAMS

Designed for a general orientation to basic literacy, these five slide-tape presentations provide an overview of programs in rural, penal, small town and inner-city settings.

1. Grants Pass, Oregon
2. Canon City Penal Project, Colorado
3. Newstart, Saskatchewan, Canada
4. Piketon, Ohio
5. Albany, New York

Available from:

International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Other materials for training are available from resources such as:

1. State Department of Education, Adult Resource Center
2. Basic Skills State Director
3. Regional Resource Centers. For example in Region VIII, contact:
    Adult Education Resource Center
    Colorado State University
    Industrial Science Building
    Laurel Street
    Fort Collins, Colorado 80523
4. Colleges and universities
5. Volunteer agencies and businesses

There may be cultural, language or socio-economic factors which make your area unique. If so, you cannot expect to "discover" a prepared program or series of materials that will meet all program needs. Creativity in adaptation and supplementation is necessary. Some adult literacy programs in the Southwest, for example, use handbooks prepared by staff members and written in English and Spanish. Cultural awareness activities are included in their preservice training sessions. (See section on English as a Foreign Language.)

Other academy directors suggest: "We film sessions of actual tutoring for future orientation;" "We let the staff know that *they are* the program, and we have a currently active tutor and student available;"

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[1] *Informal Adult Diagnosis* Dr. Michael P. O'Donnell.

and "Visits to satellites to show programs 'in action' are interesting as well as informative."

C. Inservice Training

Inservice programs are usually planned when staff or program needs are evident. Some directors prefer to provide inservice on a one-to-one, continuous basis; others prefer weekly, biweekly, monthly, bimonthly or trimonthly sessions. The following generalizations are also suggested:

1. Training should *include all members* of the staff who will be in contact with adult students:
   - teacher
   - paraprofessionals and teacher aids
   - volunteer tutors
   - contact workers—community liaison
2. Initial plans for each year of program existence should include definite plans for initial training and ideas for inservices throughout the year. Ultimately the number of inservices will depend on staff background and experience and on the "newness" of the program.
3. Training should *be offered on various levels of learning* in order to meet the needs of different staff members:
   - informal workshops
   - credit or noncredit University classes
   - credit or noncredit community college classes
   - informal sessions upon staff request
4. General *goals and specific objectives* of training programs *should be discussed* with staff members and designed to meet the needs of adult basic literacy students in the target population. (For specific information on writing goals and objectives see *Preparing Instructional Objectives*, Robert F. Mager, Fearon Publishers, Belmont, California. 1962)

Keeping these generalizations in mind, specific steps serve as a guide for organizing inservices. Marlene Wilson suggests the following sequence:[2]

Some directors of adult literacy programs prefer to combine these into a four-step process:

> (1) determining needs, (2) prioritizing needs, (3) implementing instruction, and (4) evaluating sessions.

(1) DETERMINING NEEDS AND/OR IDENTIFYING THE PROBLEM

Inservice programs can be built around individual needs of staff members, collective needs of staff members, program needs, adult student needs, or specific problem areas.

Providing for individual needs might include presenting information to one or more individuals who entered the program later than other staff members, or who are having problems with interpersonal relationships, while collective needs might refer to introducing new material and methods or reinforcing topics such as: (a) diagnosing adult reading needs, (b) prescribing individualized instruction, (c) techniques of teaching reading comprehension and (d) planning relevant lessons.

Program needs might dictate inservice sessions on (a) ordering materials, (b) publicity, (c) setting up new satellites, and (d) sharing sessions; adult student needs might include (a) ways of individualizing instruction, (b) establishing and expanding support systems and (c) motivational techniques.

Specific problem areas will undoubtedly arise. Often, these problems can be solved through regular administrative channels. Other times, the problem areas should be investigated during inservice sessions. Directors should be sensitive to certain "warning signals" which indicate possible problems. Some common "warning signals" are:

(a) a decrease in the amount of verbal communication between staff members.
(b) an increase in negative verbal communication from staff members.
(c) subtle "hints" from staff (the well-known "grapevine").
(d) staff arriving late for work; leaving early; calling in ill.
(e) telephone calls from outside sources regarding student dissatisfaction
(f) indications of budgetary irresponsibility (order forms not complete; excessive mileage or hours recorded; personal telephone calls).
(g) negative body language from either staff or students.
(h) a rise in the student dropout rate.

Of course, an important step in developing sensitivity toward "warning signals," is to establish strong communication lines between the director and staff members through questionnaires, open discussions, and evaluations. In this way, many situations will not develop into "specific problem areas." These techniques form the needs assessment for your inservice planning and represent a joint effort between director and staff.

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[2] Marlene Wilson, *The Effective Management of Volunteer Programs*. Volunteer Management Associates, 279 South Cedar Brook Road, Boulder, Colorado, 1976. P. 147.

(2) PRIORITIZING NEEDS

Includes defining objectives and considering possible alternatives. Needs will be changing constantly, therefore, inservice programs need to be flexible but, at the same time, consistent with program philosophy. If possible, inservices should be designed to meet areas of greatest need first. Usually, this is possible, however, not always, due to factors such as unavailability of materials or changes in weather, location and consultant schedules.

(3) IMPLEMENTING INSTRUCTION

Includes preparatory organizational factors such as: setting a date, time, and location; gathering materials; informing staff members; and determining the best methods and human resources for providing instruction. During the inservice, directors should remember that they often function as a "model" for staff members. Therefore, it is important that the director attend the sessions, express interest as a participant and add to the discussion whenever appropriate.

The format of the inservice is dependent upon: (a) the trainer's style, (b) resource people, (c) the topics involved and (d) the materials used.

a. Consultants as Trainers

Usually, consultants have their presentations organized so that a director need not "guide" the presentation. Prior to hiring a consultant, however, you will want to be certain that you will be obtaining the type of help that you need. For example: Does the consultant have expertise in the area of need? Is he/she available when needed? Does he/she express a philosophy similar to that of the project? Is the fee charged reasonable?

Some directors prefer to hire a consultant for an extended period of time so that staff members will develop rapport and confidence with one individual.

b. Resource People

Some of the best resource people may be your own staff members. Sharing sessions provide pertinent suggestions that have proven to be successful in the program. There is a wealth of talent in every staffing group and inservices provide opportunities for experienced staff to share their expertise and to receive recognition for their capabilities. One director draws upon members of the Task Force to help with inservices. Other resource people are available from local social service agencies, governmental agencies, businesses, churches, libraries and the State and National Basic Skills Offices.

References

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Wilson, Marlene. *The Effective Management of Volunteer Programs,* Volunteer Management Associates, 279 South Cedar Brook Road, Boulder, Colorado, 1976.

Instructional Materials

Marion Maroney

Introduction

- Collecting "Real World" Materials for Adult Students
- The Language Experience Approach
- Writing Your Own Materials
- Libraries and Publishing Companies as Sources for Adult Materials
- Purchasing Materials for Adult Students
    - A. Selecting the best materials
    - B. Determining reading levels of published materials
    - C. List of published materials
    - D. List of bibliographies
- Resource Materials and Selected Bibliography for Tutors and Staff

Introduction

One of the first responsibilities of the Director of an adult literacy program is to buy, gather or make materials for the program clients. This chapter lists resources for gathering and making your own "real world" materials. It also briefly describes the Language Experience approach.

If you decide to purchase materials for your clients, this chapter may also be helpful. A list of materials which have been used by several Right to Read Reading Academies is included, as well as several bibliographies of materials for use by both adult students and volunteer tutors.

Collecting "Real World" Materials for Adult Students

Most nonreading adults have already identified a specific reading need when they come to your program. They need to read the print on a job application, or the the Driver's Manual, or the verses in their Bibles.

The reading needs of adults are as many and varied as the adults themselves. It is the task of the adult literacy program to meet these needs whenever possible. Go to your community — ask local merchants, community agencies, insurance companies, realtors, etc., to give you free printed information. Then, sift through the literature, and use the most pertinent information as "real world" materials for your adult students. Here are some free sources of literature that can be found in your community:

1. Newspapers and magazines (ask tutors to donate back issues).
2. Telephone directories (gather up old directories after the new ones are issued).
3. Menus from local restaurants.
4. Food stamp applications, rental contracts, medicaid and social security forms, etc. from local agencies and housing projects.
5. Job applications from industries, restaurants, employment offices.
6. Insurance forms—life, car, homeowners, medical.
7. Blank, voided checks from local banks—get savings and checking account information, plus loan applications. Many banks make these packets available.
8. Bus schedules, train schedules, etc.
9. Labels from common household items—ask tutors to bring them in.
10. Labels from grocery items, boxes, etc.
11. Drivers license manuals.
12. Voting and income tax information.
13. Utility, telephone, and credit card billings, to teach adults to read them intelligently.
14. Road signs and billboards (have your tutors or students copy down signs from their neighborhoods).
15. TV ads.
16. Children's books and games (especially useful for students who have young children).
17. Vocational schools, the Office of Manpower, and public schools can often supply free books on a permanent or loaned basis.

The Language Experience Approach

Perhaps the most relevant reading materials for any adult student are those he has a part in developing. Language Experience Stories are an excellent means of allowing the student to "write" his own stories.

The Language Experience approach is based on the use of words from the student's own speaking vocabulary for his reading instruction. The philosophy and procedure of the Language Experience approach can be combined and expressed in the following fundamental statements:

a. What a person thinks can be spoken.
b. What is spoken can be written down.
c. What is written can be read.

The procedure involves these steps:

a. Have your student tell you a story about some experience he has had. This may be a long past experience, a recent experience, or even a speculation about something your student thinks might happen. It is desirable for the student to include his name so that he may see this written down. The story should be short—2 to 3 sentences long.
b. Let the student see you copy down his words in this manner: Correct any spelling errors (goin' to going) but not grammar errors (me instead of I).
c. Read the story to your student pointing to each word as you read it. If you slide your finger under the words it may be hard for your student to associate the word you are saying with the word you want him to read.
d. Have your student read the story. Point out to him that these are his words.
e. Underline a few (5 or 6) of the more important words in the story (including the student's name). Write these on word cards (¼

of a 3 x 5 card) and have the student match them with the words in the story.

f. Have the student read the cards and the story again.

g. Have the student take the story and the word cards home to practice.

h. When your student knows most of the words out of context, a new language experience story may be used.

Ask your tutors to make a copy of the Language Experience stories they use in class, with the student's permission. Eliminate all references to the student's name, address, etc., and any material which may be of a personal nature. These stories can then be compiled and used as reading material for other students. This is the basis for relevant and interesting materials for your library.

Your public library will have books which will list many different variations of the Language Experience approach.

Writing Your Own Materials

In addition to using the Language Experience Approach, you or your tutors may want to write your own material for your students. This is a time-consuming and often frustrating task, but the results are very rewarding.

You may want to have a materials development workshop for your tutors. Small groups of tutors can each take one topic of interest and develop short stories at low reading levels. Use the Dolch list or any graded word list as a basis for your written vocabulary. Technical words should be introduced gradually.

It would be impossible to go into any detail here about ways to write your own materials. It may be useful to contact local affiliate of the National Association for Literacy Advancement (NALA) for information on workshops on material development. One of this organization's major training components concentrates on techniques for developing instructional materials for beginning reading adults based upon reading needs that adults encounter daily.

Libraries and Publishing Companies as Sources of Adult Materials

Do not forget the Public Library when looking for free sources of materials. Most librarians are willing to place easy to read adult books in a special part of the library. Libraries are also a good source of free movies, lectures, art shows and informal literature.

The Appalachian Adult Education Center at Morehead State Univ., Morehead, Kentucky has developed a series of informational booklets using the Public Library for sources of materials and other services.

Publishing houses offer another source of free or inexpensive books for adult students. Write to publishers for copies of overstocked books or demonstration copies. You may want to start with the publishing companies mentioned in another part of this section. Many of these selections may be children's books, but they can be used to teach the adult to read them to a child or grandchild.

Purchasing Materials for Adult Students

A. Selecting the Best Materials

Before you consider which materials to buy for your literacy program, it is important that you know as much as possible about the students you will serve.

1. What will be the reading level range of the students who enter your Academy?
2. Will the age levels of your students vary greatly?
3. What different ethnic, economic, social, and cultural backgrounds do you expect your students will have?
4. Will some or all of your students need English as a Second Language (ESL) materials?

Knowing the answers to at least some of these questions will help you to decide which materials will be suitable for your program.

If your program is one with a limited budget for materials, it is important that you select materials which most closely meet the needs of the majority of your students. No one publisher could ever meet the needs for all of the students in a program, so you may want to select materials from more than one publisher.

In choosing *any* materials for adults, here are four criteria[1] to consider:

1. The interest level of the printed materials should appeal to the particular persons being taught, and should be oriented to the present.
2. The physical appearance of the materials, both outside and inside, should be inviting to youth and/or adults.
3. Materials in books should be arranged in

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[1] From: William Boutwell's article, "Motivating the Slow Learner" (Wilson Library Bulletin, September, 1965).

such a manner as to conform to good principles of teaching, e.g., illustrations, review testing, and repetition.

4. Materials should be selected, not only on individual merit, but also as a means of encouraging further study or reading.

Above all, materials for adult learners should be relevant. They should, whenever possible, reflect the cultural heritage of all or some of your students. Check with other Reading Academies who have similar student populations. They may have developed or purchased materials that would be useful in your program.

B. Determining Reading Levels of Published Materials

Most publishing companies will list the reading levels of their materials. In some cases, however, materials are not graded. Readability formulas are a fairly accurate way to assess the grade level of any printed material. A readability formula is "a system of grading reading material for difficulty based on factors such as commonality of the vocabulary and sentence complexity."[2]

There are a variety of good readability formulas, which can be found in your public library or in the Adult Education Division of the school district. Some which are easier to administer than others, are the Spache, Fry, SRA, Chall, and Flesch formulas.

C. List of Published Materials

On the next two pages is a partial list of publishers of adult education books. These materials are relatively inexpensive and many of them are being used by existing Reading Academies.

Check with your local public libraries, Adult Basic Education Programs, public schools, etc., for names of other publishing companies that you can write to for catalogs.

Addison-Wesley Publishing Co., Sand Hill Road, Menlo Park, California 94025
READING DEVELOPMENT

Allied Education Council, P. O. Box 78, Galien, Michigan 49113
MOTT BASIC LANGUAGE SKILLS PROGRAM

Allyn & Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210
BREAKTHROUGH: Series

American Bible Society, 1865 Broadway, New York, New York

Behavorial Research Laboratories, Ladera Professional Center, Box 577, Palo Alto, California 94302
THE HIGH SCHOOL & ADULT BASIC READING LABORATORY B

SULLIVAN READING PROGRAM

Cenco Educational Aids, 4401 West 26th Street, Chicago, Illinois 60623
READING SKILLS DEVELOPMENT PROGRAM-ADULT EDITION
STEP BY STEP TO BETTER READING

Communacad, The Communications Academy, Box 541, Wilton, Connecticut 06897
WORDCRAFT/ 1 & 2: VOCABULARY PROGRAM

Craig Corporation, 921 West Artesia Boulevard, Compton, California 90220
CRAIG READER PROGRAMS: PERCEPTION 1, 2, 3, 4,; VISUAL MEMORY 1
READING SKILLS 1

The Economy Company/Individualized Instruction Corporation, P. O. Box 25308, 191 North Walnut, Oklahoma City, Oklahoma 73125
REACH
BASE

Follett Educational Corporation, 1010 West Washington Boulevard, Chicago, Illinois 60607
VOCATIONAL READING SERIES
READING FOR A PURPOSE
TURNER CAREER GUIDANCE SERIES
TALKING IT OVER
COMMUNICATIONS, I, II, III

Grolier Educational Corporation, 845 Third Avenue, New York, New York 10022
ENGLISH FOR THE SPANISH-SPEAKING
READING ATTAINMENT SYSTEMS 1 AND 2

Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, New York 10017
ENGLISH LESSONS FOR ADULTS

McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020
PROGRAMMED READING FOR ADULTS

New Readers Press, Laubach Literacy, Inc., Box 131, Syracuse, New York 13210
THE NEW STREAMLINED ENGLISH SERIES
NEWS FOR YOU

Reader's Digest Services, Inc., Pleasantville, New York 10570
ADULT READERS

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611
DIMENSIONS IN READING SERIES: WE ARE BLACK
NEW ROCHESTER OCCUPATIONAL READING SERIES

Steck-Vaughn Company, P. O. Box 2028, Austin, Texas 78767
ENGLISH AS A SECOND LANGUAGE SERIES

D. List of Bibliographies

Published bibliographies can help you locate many more excellent books for your students. Check your libraries for bibliographies of reading materials for adults. Following is a small sampling of bibliographies available.

Adult Continuing Education Center, Montclair State College, Upper Montclair, New Jersey

Glassboro State College, Glassboro, N. J.
BIBLIOGRAPHY OF MATERIALS FOR ABE CURRICULUM LABORATORY

IRA (International Reading Association), Newark, Del. 19711

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[2] From: *Psychology of Reading: Foundations of Instruction*, by Mildred C. Robeck.

VOLUNTEERS IN EDUCATION: MATERIALS FOR VOLUNTEER PROGRAMS AND THE VOLUNTEER

Office of Consumer Affairs, Dept. of HEW, Washington, D. C.
CONSUMER EDUCATION BIBLIOGRAPHY

Prentice-Hall, Inc., Englewood Cliffs, N. J.
GUIDE TO CURRICULA FOR DISADVANTAGED ADULTS PROGRAMS, Dr. Edwin Smith & McKenley C. Martin

TESOL (Teachers of English to Speakers of Other Languages), Washington, D. C. 20007
A COMPOSITE BIBLIOGRAPHY FOR ESOL TEACHER TRAINING, Kenneth Croft

U. S. National Student Assn., Tutorial Assistance Center, 2115 S. Street, Washington, D. C. 20008
FAVORITE BOOKS OF DISADVANTAGED YOUTH. Mariam Braverman. (TAC-ER-4010)

White Plains Education Center, White Plains, New York
TAXONOMY OF READING SKILLS AND MATERIALS FOR YOUTHS AND ADULTS

Wyoming State Department of Education, Cheyenne, Wyoming 82001
WYOMING ADULT BASIC EDUCATION: A BIBLIOGRAPHY OF MATERIALS

Probably your best source of information about relevant, interesting materials for adults is other adult literacy program directors, who have been through materials selection before. Although your clients may not have all of the same needs as other programs, you will still profit from suggestions the more experienced directors can make.

In writing or phoning directors about materials for your students, be as specific as possible about the types of adults you will be serving and their particular needs.

Local community agencies, Adult Basic Education programs, Literacy Councils, Colleges and Universities, and libraries may also be able to recommend good materials for your students.

The U. S. Government Printing Office also occasionally has easy-to-read publications for adults. Ask to be put on their mailing list. The address is:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

There are many other sources of inexpensive materials for adults, too numerous to mention here.

Some Reading Academies and Adult Education Programs have developed their own materials for adult learners which are sold for the cost of printing. Write to Reading Academy Directors—they will be glad to recommend good materials!

Resource Materials and Selected Bibliography for Tutors and Staff

It is important that the staff members and volunteer tutors know where they can find resource materials. If your funds do not allow you to purchase resource materials, ask your public and/or university libraries to help you prepare a bibliography of their materials. Make this list available to tutors and staff.

If you can afford to purchase books and start your own resource library, there are many good books written on the subjects of: disadvantaged adults; characteristics of adult learners; the reading process; tutoring programs; teaching volunteers to become good reading tutors; and techniques for teaching adults.

On the following pages are listed a sampling of the resource materials that are available in these subject areas. Write to publishers and ask for their catalogs. They may offer many other helpful selections which are not included here.

Browse through the "Reading" and "Adult Education" shelves in the public and university libraries. Also, ask Reading specialists and Adult Education teachers to recommend good resource books. Having a good resource library makes sense! You will help your staff and tutors develop more confidence and interest in their program.

Selective Resource Bibliography*

Adelphi University, Garden City, NY 11530
TEACHING DECODING AS SEPARATE FROM READING. Gerald G. Glass

Adult Continuing Education Center, Upper Montclair, NJ 07043
RECRUITMENT AND RETENTION OF THE ADULT LEARNER. Bobbie L. Walden

Adult Education Association of America, Washington, D. C. 20006
ADULT LEADERSHIP
WORKING WITH VOLUNTEERS
THE LAST GAMBLE ON EDUCATION. Jack Mezirow, Gordon G. Darkenwald and Alan B. Knox
NEEDS—OF PEOPLES AND THEIR COMMUNITIES—AND THE ADULT EDUCATOR. Ernest E. McMahon

Bexar County School Board, San Antonio, Texas 78205
POR FIN—PROGRAM ORGANIZING RELATED FAMILY INSTRUCTION IN THE NEIGHBORHOOD

Book-Lab, Inc., Brooklyn, NY
GUIDELINES TO TEACHING REMEDIAL READING. Lillie Pope

Cal Press, Inc., New York, NY 10016
R/EAL (READING/EVERYDAY ACTIVITIES IN LIFE) TESTING MATERIAL. Dr. Marilyn Lichtman

Collier-MacMillan, Lakewood, Colo. 80226
TEACHING READING TO NON-ENGLISH SPEAKERS. Eleanor Wall Thonis
APPLIED LINGUISTICS: A SURVEY FOR LANGUAGE TEACHERS. Monika Kehoe
ENGLISH PRONUNCIATION—TEACHER'S MANUAL

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*Resources are listed alphabetically by publisher.

Follett Publishing Co., Chicago, Ill.
- LITERACY INSTRUCTOR'S HANDBOOK. Mary C. Wallace (1965)
- TUTOR: TECHNIQUES USED IN TEACHING OF READING

Glencoe Press, Beverly Hills, CA
- COMMUNICATIONS: THE TRANSFER OF MEANING. Don Fabun

Gulf Publishing Co., Houston, Texas
- THE ADULT LEARNER: A NEGLECTED SPECIES. Malcolm Knowles

Houghton-Mifflin Co., Geneval, Ill.
- TEACHING ADULTS TO READ. Wayne Otto and David Ford

IRA (International Reading Association), Newark, Del. 19711
- ABC's: A HANDBOOK FOR EDUCATIONAL VOLUNTEERS. Jewell C. Chambers
- DEVELOPING COMPREHENSION
- HANDBOOK FOR THE VOLUNTEER TUTOR. Sidney J. Rauch
- INSERVICE TEACHER TRAINING IN READING. Lawrence G. Moburg
- MODERN INNOVATIONS IN THE TEACHING OF READING. Donald and Louise M. Moyle
- SELF-CONCEPT AND READING. Ivan Quandt
- TEACHING OF READING. Ralph C. Staiger
- TEACHING READING SKILLS THROUGH THE NEWSPAPER. Arnold b. Cheyney
- TEACHING WORD RECOGNITION SKILLS. Mildred A. Dawson

Mott Adult Reading Center, Galien, Mich.
- TEACHING ADULTS TO READ

NAPCAE (National Association for Public Continuing and Adult Education) Washington, D. C. 20036
- CONSUMER EDUCATION—FILMSTRIP
- HEALTH AND NUTRITION—FILMSTRIP
- ADULT BASIC EDUCATION: A GUIDE
- COUNSELING AND INTERVIEWING ADULT STUDENTS
- HOW ADULTS CAN LEARN MORE—FASTER
- INSERVICE TRAINING FOR TEACHERS OF ADULTS
- TEACHING THE DISADVANTAGED ADULT. Curtis Ulmer
- TEACHING ADULTS TO READ
- TEACHING READING TO ADULTS. Edwin H. and Marie P. Smith
- TESTED TECHNIQUES FOR TEACHERS OF ADULTS
- A TREASURY OF TECHNIQUES FOR TEACHING ADULTS. Virginia B. Warren
- SECOND TREASURE (1970 ed.)
- WHEN YOU'RE TEACHING ADULTS
- YOU CAN BE A SUCCESSFUL TEACHER OF ADULTS

National Reading Center, Washington, D. C.
- TUTOR'S TRAINER'S HANDBOOK. Helen Lundblad and Carl B. Smith
- TUIOR'S HANDBOOK. Edward L. Robbins

National Tutoring Inst., Inc., Kansas City, Mo.
- COMPLETE TUTOR-STUDENT SYSTEM FOR BEGINNING READING

New Mexico Dept. of Education, Santa Fe, N. Mex.
- READING KIT COMPONENTS

Newbury House Publishers, Rowley, Mass.
- ENGLISH— A BASIC COURSE FOR ADULTS

Niagara Falls School Dist., Niagara Falls, N. Y.
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- I SPEAK ENGLISH, TEACHER'S GUIDE. Nikki Corn

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UNESCO, New York, NY
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University of Georgia, RALSU, Athens, GA 30602
TUTOR SUPPORT LIBRARY FOR DEVELOPING ADULT LITERACY. Robert Palmatier

University of Maine, Gorham, Maine 04028
TEACHING READING TO THE UNTAUGHT. Dr. M. P. O'Donnell

Magazines, Newspapers, Newsletters, etc.
- AEC NEWSLETTER
- AEA DATELINE—NEWSLETTER
- EDEA BULLETIN
- CONVERGENCE MAGAZINE
- THE READING TEACHER MAGAZINE
- TECHNIQUES MAGAZINE
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- SWAP SHOP
- TESOL QUARTERLY
- ADULT EDUCATION NEWS
- MT. PLAINS JOURNAL OF ADULT EDUCATION

Teaching English as a Foreign Language

Dorothy Taima

- Introduction
- Testing
  - A. Types of tests
  - B. Evaluation of tests
  - C. Achievement level determination
- Division of Classes
  - A. Class levels
  - B. Mixing of levels
  - C. Mixing of languages
- Curriculum development
  - A. Language and culture
  - B. Four skill areas
  - C. Teaching the four skills
  - D. Suggested sequence of instruction
- Vocabulary development
  - A. Context
  - B. New words
  - C. Two-word verbs
  - D. Idioms
  - E. Reinforcement of vocabulary
- Teaching techniques
  - A. Pattern practice
  - B. Substitution drill
  - C. Transformation drill
  - D. Dialogues
  - E. Diction
  - F. Expansion drill
- Correction of oral and written errors
  - A. Begin with major items
  - B. Student correction of oral mistakes
  - C. Correction of written errors
  - D. Building self-confidence
  - E. Respect for students
- Most important English essentials
- Intonation and pronunciation
  - A. Pronunciation
  - B. Intonation
- List of suggested materials

Introduction

The teaching of speaking, listening comprehension, reading, and writing skills to individuals of limited English speaking proficiency differs greatly from teaching the same skills to native English speakers. To become functionally literate in English, the nonnative speaker requires instruction in all four skill areas: speaking, listening comprehension, reading, and writing. One without the others will not accomplish the goal, as the four are interrelated, relying on and reinforcing one another.

Oral English instruction generally precedes the teaching of reading and writing. The three most important ingredients to mastering oral English are: (1) idea in context, (2) time, and (3) intonation/pronunciation. The nonnative speaker must first understand the idea as expressed by the words, then the time frame to which the words apply. Without these two essential elements, comprehension will be minimal.

Pronunciation and intonation in English are also of extreme importance. No matter how well the student speaks grammatically, understands, reads, or writes, the student will not be understood without "sounding like English." Pronunciation can be taught easily through imitation and drills, but intonation, like idea in context, changes depending on the idea expressed in the sentence.

With increased speaking and listening comprehension, the nonnative speaker is ready to begin reading and writing in English. Again, both the idea in context and the time element are pertinent to understanding in both reading and writing. And, by teaching all four skills, i.e., speaking, listening comprehension, reading and writing, the nonnative student will come to have a complete understanding of English, rather than only a partial knowledge.

The following suggestions for teaching English as a foreign or as a second language to nonnative speakers include examples of program structure, teaching techniques, and hints for overcoming various difficulties in order to provide a successful English program for the nonnative speaker.

Testing

A. Types of tests

Testing of nonnative speakers of English can be either written or oral, or a combination of both.

1. WRITTEN TESTS

a. Sentences

As English is based on time, a short, one-page written test requiring students to use different times in English should demonstrate English comprehension fairly accurately.

b. Paragraphs

As English is based on time and idea in context, paragraphs requiring students to use different times in English or to supply/choose correct vocabulary should demonstrate English comprehension fairly accurately.

c. Standardized tests

For students planning on entering vocational training programs or other institutions, standardized tests recognized by the program in question are best. Because vocabulary found in standardized tests may be new to the student, remind students to think about the idea of the sentence before completing answers.

2. ORAL TESTS

a. Pictures

Using a set of pictures to describe desired answers will demonstrate oral ability in English. If possible, include pictures to describe prepositions of place, time differences, and pronunciation contrasts. Having students describe prior, present, and post actions depicted in pictures will produce time changes.

b. Questions

A rapid oral examination can be performed by asking various questions employing different times in answers. Avoid yes and no questions if possible. An example of time differences could be: What is your name? Where are you from? Where are you living? How long have you been in the United States? When did you come? What are you doing now? What do you hope to do? What were you doing in your country? Answers to these or similar questions will establish whether or not the student has a basic concept of time, can distinguish time changes, and can switch times in English speech.

B. Evaluation of tests.

1. WRITTEN AND ORAL TESTS

Although a written test does not test oral proficiency, there is a high correlation between the written test and oral proficiency. A good grasp of time elements and/or idea in context would place the student in a higher class level; use of only one time would place the student in a basic class. Borderline cases should be put into classes which will challenge and stimulate the student, rather than in classes covering items already mastered.

2. ORAL RATING SHEET

An extremely useful progress and evaluation tool is the oral rating sheet compiled by David Harris, *Testing English as a Second Language,* McGraw Hill. Ratings should be done by at least two persons, independently, and the results compiled.

C. Achievement Level Determination.

1. PRE AND POSTTESTING

Most English as a foreign language tests do not have standardized norms. Using the same test or similar tests for pre and posttesting will demonstrate student achievement levels well enough to show progress.

2. ORAL RATING SHEET

The oral rating sheet compiled by David Harris, *Testing English as a Second Language,* McGraw Hill, can be used as a gauge of oral English proficiency achievement at anytime during student class participation. Coupled with pre and posttesting, evaluation of student achievement levels can be determined fairly well.

Division of Classes

A. Class Levels

As determined by placement tests, students should be channeled into classes roughly equivalent to basic, intermediate, and advanced levels.

B. Mixing of Levels

Minimize mixing class levels to avoid discouraging slower or more basic students and not stimulating nor challenging faster or higher level students.

C. Mixing of Languages

Mixing of languages can be of great benefit to the student, although also providing more diverse problems in pronunciation, intonation, and mastery of various grammatical patterns. Rather than turn to a classmate and speak in the native language, the student will begin to use English in real-life communication, thus assisting in preparing the student for life outside the classroom.

Curriculum Development

A. Language and Culture

To all extents and purposes, language and culture are synonymous. Language expresses the culture of the persons who speak that particular language. As such, understanding of basic patterns, time concepts, and ideas in context are essential for English language comprehension. The instructor may also guide the class along lines which will lead to more obvious cultural difficulties in order for the student to become more familiar with the diverse cultures in the United States.

B. Four Skill Areas

Because of the interrelationship among the four skills of speaking, listening comprehension, reading, and writing, all four skills should be taught from the first day of class. The best method appears to be to present concepts orally first, repeated and reinforced by oral drills. The same concepts can then be written and, finally, read. By using this sequence, concepts are reinforced several times over, and the student feels as if a great amount of learning has taken place.

C. Teaching the Four Skills

1. SPEAKING

Students should be encouraged to speak in class, especially when using patterns already taught. Practice patterns until the student automatically says the correct pattern for a question or answer. Students who use learned patterns and who integrate these patterns into their own linguistic structures will speak good English; those who do not will probably never use good English. It is as easy to learn English patterns correctly as it is to learn them incorrectly. It is the breaking of bad habits that is next to impossible.

Intonation and pronunciation should be incorporated into speaking practice. Even though the student may use the correct word order of English, if the speech does not sound like English, it will not be understood. Insist on correct pronunciation and intonation. Encourage the use of learned patterns which express communicative ideas in English.

2. LISTENING COMPREHENSION

Often teachers begin by speaking very slowly to students to insure their understanding. This usually results in increasing the time required for the student to understand everyday English. Slowing the speed while speaking also tends to admit distortions in pronunciation and intonation. Many students will say that everything the teacher says can be understood, but nothing outside the classroom is intelligible. Enunciate when speaking, but do not slow speech nor change pronunciation and intonation patterns. Although hearing a normal rate of speech will be more difficult for the student in the beginning, the time required for understanding everyday spoken English needed for survival in an English-speaking society will be reduced greatly.

If possible, try to get the student to listen to tapes with other voices or to talk with native English speakers. Suggest students watch television and listen to the radio. The more time spent listening to English, the more quickly the student will comprehend. Ideas in context, especially in regards to intonation, are extremely important for comprehension and should be stressed.

3. READING

Reading is essential for all adults if they are to succeed in the United States. Most of everyday life in the U.S. is based on either the written or spoken word and, without reading, the nonnative speaker is destined to remain in low-paying jobs.

There are many methods for teaching reading, including the following:

a. Language experience

The student tells about himself, his job, or some situation relative to the student while the teacher transcribes the story. Words and phrases already familiar to the student in spoken English are then seen as the printed word.

b. Cloze method

The cloze method is useful in many instances for teaching reading or for reinforcing vocabulary or ideas in the sentence. The cloze method presents a sentence which the student has already learned orally or read, but with part of the sentence blocked out. The student must then complete the sentence, filling in the missing part or parts. Exercises can be developed to reinforce vocabulary, grammatical structures, or ideas in context in the reading exercise.

c. Ideas in context

For each sentence read, ask the student what is meant by a word or words in the sentence. Ask questions about the idea in the whole sentence, and later, in the paragraph. Ask other ways by which to convey the same idea. Reading is learned through reading, but, for the nonnative speaker, reading is even more difficult because the idea conveyed by the words must also be understood.

d. Controlled reading exercises

Prepare exercises using sentence patterns already learned orally. Try to keep vocabulary simple at first, using words in the same sound families as much as possible. Slowly introduce exceptions.

4. WRITING

Writing is essential in the United States today. Depending on the origin of the student, various difficulties will appear in writing. If basic structures are learned by the student before beginning writing, the student will probably make fewer mistakes. Before beginning free writing, a good technique to employ is to have the student complete sentences begun by the teacher who uses patterns already learned.

It is essential that the student understand that, while beginning to learn English, it is impossible to write as in the native language. Begin with short sentences. When there are no mistakes, progress to longer sentences. Gradually integrate learned patterns. If basic patterns are not mastered at the beginning, the student will probably never speak nor write well in English.

Differences in written and spoken English should be pointed out to the student, such as the use of contractions in spoken English, but not in formal written English; the use of "is going to" for future time in spoken English, but "will" in most written English.

D. Suggested Sequence of Instruction

Rather than present a complete English language program of instruction, it is suggested that the teacher with no experience in the teaching of English to nonnative speakers use a book such as the one written by Grant Taylor, *Learning American English,* McGraw-Hill, as a guide. The book employs diagrams for explanations, with exercises accompanying each section. At the end of the book the student should have a reasonably good command of basic English structures and vocabulary.

If no printed materials are available, the instructor may wish to begin by using the following basic sequential guide.

1. Use "am, are, is" in sentences:

It is a book.	They are books.
It is a pen.	They are pens.
I am a student.	We are students.

Try to begin with complete sentences, practicing singular and plural of the same verb until it is mastered. Then proceed to another part of the verb.

2. Use "am, are, is" in sentences, changing to questions, always accompanied by yes and no answers. The student is therefore able to make a sentence, question, and answer a question:

Cue by teacher:	Student response:
It is a book.	Is it a book?
Yes.	Yes, it is.
No.	No, it isn't.
It is a pen.	Is it a pen?
Yes.	Yes, it is.
No.	No, it isn't.
They are books.	Are they books?
Yes.	Yes, they are.
No.	No. they aren't.

3. Introduce "do, does" questions for sentences without "am, are, is":

Cue by teacher:	Student response:
We like coffee.	Do we like coffee?
Yes.	Yes, we do.
No.	No, we don't.
They like coffee.	Do they like coffee?
Yes.	Yes, they do.
No.	No, they don't.
He likes coffee	Does he like coffee?
Yes.	Yes, he does.
No.	No, he doesn't.

As a general rule of thumb, it is better to introduce the exception before the norm. For example, introduce he, she, it with "does" before "do."

4. Mix "am, are, is" with "do, does":

Cue by teacher:	Student response:
It is a pen.	Is it a pen?
Yes.	Yes, it is.
No.	No, it isn't.
He likes cars.	Does he like cars?
Yes.	Yes, he does.
No.	No, he doesn't.

5. Introduce "where, when":

Cue by teacher:	Student response:
What time is it?	It is 3:00.
What day is it?	It is Tuesday.
What month is it?	It is February.
Where are you?	I am at school .
Where is your friend?	He is at work.
Where is your son?	He is at home.

6. "Now" versus "everyday":

Cue by teacher:	Student response:
We go to school.	
Now.	We are going to school.
Everyday.	We go to school.
He, everyday.	He goes to school.
He, now.	He is going to school.

7. "In, at, on" for time and place:

Time:	Place:	Place:
In = inside.	In = inside.	In = inside.
In 1980.	In the desk.	In the U.S.
In February.	In the room.	In Washington
On = one day.	On = touching.	On = one street.
On Wednesday.	On the desk.	On Main Street.
At = one time.	At = one place.	At = one place.
At 3:00.	At home.	At school.

8. Continue by introducing other time concepts, prepositions, vocabulary, gradually becoming more difficult and complex in nature.

Vocabulary Development

A. Context

The idea of the word or words in context is by far the most important element in the teaching of English to nonnative speakers. Students need to understand the idea as conveyed by the words rather than the "dictionary" meaning of each individual word. Ideas in context should be taught in all four skill areas. Context cannot be stressed enough, especially as the nonnative speaker tends to always look everything up in the dictionary despite the idea in the sentence.

Develop exercises which use many different words to describe the same idea. A plane may be streaking through the sky, or blazing, or flashing, or darting, or soaring, or roaring, or many other words to indicate the same idea. As soon as students begin to look for the idea as conveyed by the words, English becomes much easier.

B. New Words

Vocabulary can be taught in many ways, but the easier the teacher makes the acquisition of new words, the more easily the student will learn. Avoid memorizing of lists of new words. Reinforce vocabulary as much as possible so students will not forget items learned the week or the month before. Continually return to previously learned vocabulary to reinforce.

Rather than tell the student what a new word means, try to get a student to give a word or words which may have the same meaning: anger = ire = hit the ceiling = see red = very upset = furious = rage = wrath = inflamed. Stress the idea of the words in context for understanding new vocabulary

C. Two-word Verbs

Probably the most difficult vocabulary items to be learned by the nonnative student are the two-word verbs so frequently used in everyday speech. For example, the sentence "I will pick you up" does not mean that the person speaking will literally hold you in his arms but, rather, that the speaker will go to your house to get you, probably in a car.

A small book produced by English Language Services has a good list of two-word verbs with exercises. The book, *Two-Word Verbs,* Collier MacMillan International, can be used by the student or by the teacher as a reference. The exercises in the book, however, are quite difficult. It is suggested that the teacher prepare exercises, using the book as a reference list.

Reinforce vocabulary as much as possible. Use crossword puzzles, hidden word games, matching words with definitions, fill in the blanks, find the error, or a myriad of other reinforcement techniques. The teacher should also practice the two-word verbs orally, followed by written sentences by students to be certain students understand the various ideas conveyed by the words.

D. Idioms

Idioms present problems to nonnative speakers as the idea conveyed by the words is often entirely different from the actual words used.

Present idioms as vocabulary items. Practice the idioms orally, followed by written sentences by students to insure complete understanding. Reinforce the idioms in as many ways as possible.

E. Reinforcement of Vocabulary

Vocabulary is difficult to learn and to retain. Reinforce vocabulary in any and all ways possible: through paragraphs, sentences, exercises, anything by which to integrate the vocabulary items into the linguistic structures of the student. Other methods by which to reinforce vocabulary include:

1. OPPOSITES AND SYNONYMS

This method is especially effective when answers are elicited from students.

2. GAMES

   a. Crossword puzzles using vocabulary items.
   b. Find the hidden word.
   c. "Bees," such as when learning the three parts of a verb. Divide the class into two groups. The teacher gives the word "go" to the first student. That student replies "go—went—gone." The first student in the other group is given the word "see" and answers "see—saw—seen." A student who misses anyone of the three sits down. At first, try to give students a sequence that can be answered correctly or, if one misses, be sure that several others miss shortly thereafter. Students will generally go home and practice all parts of the verbs in order to win the game the next time around.
   d. Twenty questions. This game is especially good for teaching "if" sequences. The first time, play the game while thinking of someone who is living as "President Carter." The first go through is to learn how to play the game. Write each question on the board. The second time through, choose another living person. After writing each question asked on the board, ask another student "What did he ask?" The student should respond: "He asked if he were a man." Later, use someone who is not living to produce the past tense. Remember that students can only ask questions which require a yes or no answer. The game can also be used for indirect questions.
   e. What am I thinking of? Describe, for example, a pencil until one student guesses what you are describing. Have students describe objects for others to guess.

The more reinforcement for the student in class, the better the student will retain the word or words being taught. Try to avoid memorization of lists of new vocabulary. Integration into the linguistic structures of the student through class reinforcement will increase vocabulary at a much faster rate.

Teaching Techniques

There are many techniques for the teaching of English to nonnative speakers. The following are some of the more effective ways:

A. Pattern Practice

Pattern practice involves the repeating of a sentence structure by students to integrate the structure into the student's speech pattern.

B. Substitution Drill

Substitution drills refer to the substitution of a word or words in a single pattern to acquaint the student with the large variety of sentences which can be made by using a single pattern:

Cue by teacher:	Student response:
store	John is going to the store
library	John is going to the library.
car wash	John is going to the car wash.
hospital	John is going to the hospital.
office	John is going to the office.
	or
home	John is going home.
church	John is going to church.
work	John is going to work.
school	John is going to school.
court	John is going to court.
there	John is going there.

C. Transformational Drill

Transformational drills refer to the student making a change in the sentence.

Cue by teacher:	Student response:
now	John is eating now.
tomorrow	John is going to eat tomorrow. or John will eat tomorrow.
yesterday	John ate yesterday.
before yesterday	John had eaten before yesterday.
before tomorrow	John will have eaten before tomorrow.
before now	John has eaten before now.
everyday	John eats everyday.

Changing from active to passive:

Cue by teacher:	Student response:
I am writing the letter.	The letter is being written by me.
The dog bit the man.	The man was bitten by the dog.
Congress will pass the law.	The law will be passed by Congress.

D. Dialogues

Short, useful dialogues using everyday speech patterns and situations can be very beneficial to the student. Generally, only two persons take part in a dialogue and the dialogue should be practiced until the responses are quick and automatic.

One technique for developing relevant dialogues is to have the students write a short dialogue. The class can then correct the errors in a dialogue and learn the short sentences for oral practice.

E. Dictation

Dialogues and other material may be introduced through the use of dictations which also assist the student in listening comprehension. Give the dictation in short phrases, repeating the phrase with the same pronunciation and intonation two times. At the end of the dictation, read the whole selection one more time aloud.

F. Expansion Drill

Expansion drills refer to the expanding of a sentence by the student. Use the who/what, where, how, when after the verb for basic students:

Cue by teacher:	Student response:
John ate what?	John ate dinner.

where?	John ate dinner at home.
how?	John ate dinner at home quickly.
when?	John ate dinner at home quickly last night.
Mary went	
where?	Mary went to the store.
when?	Mary went to the store yesterday.

G. Minimal Pair Drill

Minimal pair drills refer to the use of words which sound alike and help the student to distinguish sounds. Try to use pairs which present difficulty for the students.

at—ate, fat—fate, hat—hate, rat—rate, bit—bite, kit—kite, lit—light, sit—sight
ship—sheep
chip—cheap

Correction of Oral and Written Errors

A. Begin with Major Items

Correction of oral and written errors is extremely important, but must be done carefully. If a student makes a tremendous number of mistakes, correct only the big things. As major items are corrected, then correct smaller items. Too much correction at the beginning will only discourage the student.

B. Student Correction of Oral Mistakes

A good idea in correcting oral sentences is not to have the correction made by the teacher, but by the student. The teacher should repeat the error made by the student in a questioning manner. When the student corrects the error immediately praise for positive reinforcement.

C. Correction of Written Errors

In correcting written work, circle errors. Return papers to students to correct the circled errors. Students should then return papers to the teacher who will correct the student corrections. By the student finding and correcting errors, the student is less likely to make the same mistake in the future. If corrections are simply made by the teacher, many students will never read them nor see what the error is. And, once again, begin by correcting major items then, smaller items.

D. Building Self-confidence

If at all possible when asking students to reply to questions or to respond to pattern practices, try to give each student at least one sentence the student will be able to do correctly before giving a more difficult one. Students need to be reassured that they are learning and can respond correctly from time to time. As soon as a student knows that the answer given will be correct, the student is less hesitant to speak the next time.

E. Respect for Students

Courtesy is the byword in dealing with students. What may embarrass the teacher will probably embarrass the student. Being careful of student feelings will result in a better class atmosphere and quicker learning.

Most Important English Essentials

As reiterated again and again, the two most important English essentials to the nonnative speaker are:

A. The idea in context.
B. Time.

Without taking both these concepts into consideration, comprehension will be marginal.

Intonation and Pronunciation

Marketed texts exist in great quantities which profess to teach intonation and pronunciation to the nonnative speaker of English. Some are quite good in pronunciation; the majority of intonation exercises, however, establish stilted intonation patterns and should be ignored.

A. Pronunciation

Two books are of value in the teaching of pronunciation (suggested).

1. *Consonants and Vowels,* produced by English Language Services, Collier MacMillan International, accompanied by taped exercises. The book contains over twenty lessons in sound contrasts in English, as well as pronunciation of sounds across junctures.
2. *Pronunciation Contrasts in English,* written by Nilsen and Nilsen, Regents, is especially useful

as a resource. For each sound or combination of sounds in English, the book lists which languages will have difficulty in mastering the sound, then presents exercises in initial, medial, and final positions.

By using the two books listed above, or by preparing other materials, the teacher should have no difficulty in teaching pronunciation to nonnative students.

B. Intonation

Intonation in English is based on idea. To date, almost no marketed texts mention that intonation changes depending on the idea the speaker wishes to convey.

1. INTONATION CHANGES IN CONTEXT

Intonation changes depending on the idea the speaker wishes to convey. For example:

"*I'M* going to the store" = *I*, not you

"I'm *GOING* to the store" = good-bye, I'm leaving now

"I'm going *TO* the store" = not *from* the store, but *to* the store

"I'm going to *THE* store" = you know which store I am going to; why do you ask me which one?

"I'm goin , to the *STORE* " = not the library or the laundry, but the *store*

2. PRACTICING INTONATION IN READING

Intonation is most easily practiced during reading. Have the student pick out the important words to the idea of the sentence, emphasizing the words by "making them louder and longer." Other words will tend to run together and are not necessary to understanding the idea of the sentence.

3. PRACTICING INTONATION IN DIALOGUES

Dialogues present good opportunities for practicing intonation. For example, the following dialogue shows how important intonation is to meaning:

John: Would you lend me five dollars?
Mary: What do you need five dollars for?
John: I want to buy a birthday present.
Mary: Who's having a birthday?
John: You are.
Mary: You mean you want my money to buy me a birthday present?

The majority of students will emphasize the last sentence in the dialogue in the following manner:

YOU mean you *WANT* my *MONEY* to buy me a *BIRTHDAY* present?

Whereas the actual meaning of the sentence is:

You mean you want *MY* money to buy *ME* a birthday present?

Intonation changes radically depending on the idea the speaker wishes to convey.

4. GENERAL RULES FOR INTONATION

As a general rule for teaching intonation, negatives and adjectives are emphasized as they show differences in the sentence:

Question:	Answer:
Where do you live?	In the red *HOUSE* = listener will hear house, telling where
Which house?	In the red *HOUSE* = listener will still hear only *house* and not understand in which house
Which house?	In the *RED* house = listener understands in which house

Emphasize negatives for comprehension by the listener:

happy but *UN*happy =listener will hear the negative

With a little practice, students will begin to emphasize the words in the sentence which pertain to the idea of that sentence and, as such, will be more easily understood by native speakers.

5. INTONATION IN QUESTIONS

Intonation in questions is much simpler than sentence intonation:

a. Questions requiring the listener to answer "yes" or "no" must go up at the end so the listener will understand that an answer is required.

b. All other questions fall at the end.

6. ARTICLE CONFUSION

Yet another question which will probably arise is the difference between "ā" and "ă (ŭ)"; "thē" and "thĕ (thŭ)":

Ā =one, with emphasis. How manv books? *A* book.
(ŭ) *Á* =one, no emphasis. What do you have? a *BOOK*.
THĒ =specific, with emphasis. Which store? *THE* store.
(thŭ) *THĔ* =specific, no emphasis. Where are you going? the *STORE*.

Although there are many other aspects to the teaching of pronunciation and intonation in English, the concept of idea is by far the most important, especially in English intonation.

List of Suggested Materials

The following list of materials are suggested for programs beginning to teach English to non-native speakers. Although the list is by no means complete, it can serve as a guide in material selection.

Alexander, L.G., For and Against. Longman: London, 1968.

Babin, Edith, Harriet Moreno, and Carole Scallon. TOEFL. ARCO: New York, 1975

Bach, Richard. Jonathan Livingston Seagull. MacMillan: New York, 1973

Bromberg, Murray and Melvin Gordon. 1100 Words You Need to Know. Barron's Educational Series: New York, 1971.

Danielson, Dorothy and Rebecca Hayden. Using English. Prentice-Hall: New Jersey, 1973.

Dykstra, Gerald and Christina Paulston. Controlled Composition in English as a Second Language. Regents: New York, 1973.

English Language Services, Consonants and Vowels. Collier MacMillan International: New York, 1967.

———. Prepositions I. Collier MacMillan International: New York, 1964.

———. Prepositions II. Collier MacMillan International: New York, 1964.

———. Two-Word Verbs. Collier MacMillan International: New York, 1964.

Frank, Marcella. Modern English Part II. Prentice-Hall: New Jersey, 1972.

Institute of Modern Languages, American English Dialogues Vol 2. Institute of Modern Languages: Washington, D.C., 1961.

Krohn, Robert. English Sentence Structure. University of Michigan: Ann Arbor, 1971.

Lewis, Richard. Reading for Adults I. Longman: New York, 1968.

Nilsen and Nilsen. Pronunciation Contrasts in English. Regents: New York, 1973.

Praninskas, Jean. Rapid Review of English Grammar. Prentice-Hall: New Jersey, 1973.

Raygor, Alton. Reading for the Main Idea. McGraw-Hill: New York, 1969.

Robinson, Lois. Guided Writing and Free Writing. Harper & Row: New York, 1967.

Taylor, Grant. American English Reader. McGraw-Hill: New York, 1959.

———. Learning American English. McGraw-Hill: New York, 1956.

———. Mastering American English. McGraw-Hill: New York, 1969.

Yorkey, Richard. Study Skills. McGraw-Hill: New York, 1971.

Enrichment Activities

Sandra Page

The following chapter addresses the importance of enrichment activities within the Reading Academy program and outlines ideas for activities and topics to supplement the basic instructional curriculum.

Introduction and Definition

Topic suggestions

Activity suggestions

Textbook suggestions

Checklists

Introduction and Definition

Once staff members have been hired and trained, curriculums developed, clients recruited, and classes implemented, you have now only to keep the spirit of energy and excitement alive. It is at this point, that the wide variety of enrichment activities which can be integrated with the program learning experience can be considered. Client enrichment activities can run the gambit from films to fairs and to celebrations. Enrichment activities will generally have one and often both of the following functions:

(1) as curricular supplements, enrichment activities extend basic reading skills into everyday applications—the teaching of specific reading skills can be integrated into methods and materials utilized in everyday experiences. For example, a beginning reader can enhance his basic sight word vocabulary by looking at the shopping specials in the newspaper, and then making a vocabulary list of those words;

(2) as client motivational aids, enrichment activities encompass client interests and talents and enhance feelings of self-worth and belonging.

Topic Suggestions

Providing enrichment activities for clients can require a great deal of creativity, but quite often, the task is one of discovering the range of people and agency resources in your area and making full use of them. Exactly *what* to include in the way of enrichment activities can very often be evolved from specific student needs and interests. The following suggests some of the topics which can easily be incorporated in any adult literacy program:

Budgeting
Child care and development
Consumerism
Crime
Culture and heritage
Educational/Vocational opportunities
Energy and Environment
Health
  a. Good health care
  b. Special health concerns
    Alcoholism
    Birth control and abortion
    Drugs
    Handicapped
    Lead poisoning
    Sickle-cell anemia
    Venereal disease
Housing and tenant rights
Law and civil rights
Male/Female roles
Map reading, road signals, transportation, etc.
Nutrition and meal preparation
Race, religion, politics
What's happening in the news

Activity Suggestions

A. Activities to extend basic reading skills
  1. Games can encompass the following areas as design, but concentrating on a specific reading skill
    a. reading road signs
    b. shopping at grocery stores (math skills)
    c. using menus at restaurants
    d. planning balanced meals
    e. using the library
    f. using the post office properly
    g. dealing with city hall, welfare
    h. planning a trip out of town
  2. Use of everyday items to enhance reading abilities
    a. learning to skim using recipes, want ads
    b. finding the main idea in newspaper articles
    c. vocabulary development—defining unknown words in newspapers
    d. dictionary skills—looking up unknown words from newspapers
    e. using magazines, finding words from sight word lists and making a collage of sight words
    f. using magazines to learn categorizing of items, articles, events

B. Activities encompassing student interests and talents to enhance feelings of self-worth
  1. using popular music (a universal interest) to teach lyric writing, poetry, nonsense words, rhyming
  2. Art—drawing and sketching illustrations to accompany readings
  3. Photography—taking photographs to illustrate reading materials
  4. Exhibiting drawings and photographs—organizational skills, vocabulary development
  5. television shows, plays and movies as a basis for composition and discussion
  6. interests in culture or heritage can be encouraged by:
    a. having an exchange of recipes, arts and crafts between people from different cultures

b. having speakers and slide presentations from different cultures
c. listening to music from different cultures, discussing use of various instruments, rhythms
d. field trips to museums to view artifacts from different cultures
e. doing research into holidays celebrated by people from various cultures
f. researching and performing plays and poetry from various cultures

Textbook Suggestions

Among the textbooks available for classroom use, the following titles relate directly to everyday life experiences, and may be of interest:

Cambridge Book Company Reading Series
Cambridge Book Company
488 Madison Avenue
New York, New York 10022

- Reading Achievement
- Reading Competence
- Reading Performance

Teaches basic reading skills through practical uses: writing checks, grocery shopping, credit applications.

The Law for You—Accent/Consumer Education Series
Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607

- Understanding Consumer Credit
- You and Your Occupation (Accent/World of Work Series)
- Accent/Family Finances Series
  - Head of Household
  - Family of Five
  - On Your Own
  - Just Married

Twiner Career Guidance Series
Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607

- Training for a Job
- Starting a Job
- Looking for a Job
- The Jobs You Get
- Changing a Job

Modern Consumer Education Series
Grolier Educational Corporation
845 Third Avenue
New York, New York 10022

- You and the Law
- Ways to Handle Money
- Cars, Furniture and Appliances

Noble's Adult Basic Education Series—Angelica W. Cass
Noble & Noble Publishers, Inc.
1 Dag Hammarskjold Plaza
New York, New York 10017

- Your Family and Your Job
- Everyday English and Basic Word List for Adults
- How We Live

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

- Jobs in Your Future—Miriam Lee

Checklist

1. Informally survey student needs and interests. ____________

2. Survey staff for interests and talents. ____________

3. Research community resources and people for possible utilization of outside expertise and/or facilities. ____________

4. Research and procure appropriate enrichment materials. ____________

5. Promote and support staff, client and community input. ____________

Recordkeeping—Forms

Faite R-P Mack

Section A
  Client Referral Forms

Section B
  Client Application and Information Forms

Section C
  Tutor Volunteer Application Forms

Section D
  Contract Forms

Section E
  Attendance Record Forms

Section F
  Client Assessment Forms

Section G
  Tutor/Volunteer Instructional Forms

Section H
  Evaluation Forms

Section I
  Exit Forms

Introduction

"The Collection of Reading Academy Recordkeeping Forms" will be a useful resource for individuals requiring a fairly detailed knowledge of reading academy information processing. The goal of this endeavor is to: (1) provide information and experiences which should assist in an educator's managerial role and (2) increase the efficiency of a project involved in adult literacy development.

The examples included are only a few of the many different types of forms which are currently in use and which have been collected. The users of the forms should adopt or adapt as their particular program requires.

Section A

Client Referral Forms

CLIENT REFERRAL FORM

Student's Name ____
last first

Address ____
zip

Phone ____________ (or how to reach) ____________________

Age ________ Marital Status (optional) ________ No. children home ___

Race, Ethnic Group (optional) ____________ Education ____________

Employment Skills ____

Condition of Health ____

Other Relevant Information ____

____

____

When is student available for lessons? (days, nights) ____________________

____

Can student travel to tutoring? ____________ How? ____________

Can student buy own books? ________________

Approximate reading level ________________

Referred by ______________________________ Date ________

Date tutoring started ____________ Date tutoring stopped ________

Why tutoring stopped ____

____

Tutor name ______________________________ Tutor phone ________

- -

Comments concerning the student (reading achievement, attitude, personal problems, etc.) ____

____

____

(Use back page if necessary)

CLIENT REFERRAL FORM

Date ____________________

Mr. or Ms. ____
Last First Middle

Address ____

____ Phone ____________

Approximate Age __________ Sex: Male _____ Female _____

Name of Referring Agency ____

Name of Referring Staff ____

(Title) ______________________________ Phone ____________

Specific Reasons for Referral ______________________________________

____

____

Is the individual aware that you have made this referral:

Yes __________ No _______

Are they to contact our office:

Yes __________ No _______

Which of the following Satellite Centers will they contact:

Franklin Hall __________ Sheldon Complex __________ Northeast ______

Inter-Tribal __________ Latin American __________ Westside ______

Do they need transportation:

Yes __________ No __________

Will you be able to provide transportation:

Yes __________ No __________

Indicate Reading Service Required:

__________ Diagnosis of a Reading Problem (Testing)

__________ Prescription of Remedial Reading Materials

__________ Individual Reading Instruction

__________ Small-group Reading Instruction

__________ Assistance in Completing Applications or Forms

__________ Assistance in Writing Letters or Papers

__________ Assistance in Comprehending or Preparing for an Examination (Civil Service, Job, Drivers License)

__________ Assistance in Writing a Resume or Self-Description Form

__________ Assistance in Completing Social Security Forms

__________ Assistance in Completing Credit Forms and Applications

__________ Other: ______________________________

____

____

Section B

Client Application and Information Forms

CLIENT APPLICATION FORM

DATE ____________________
SEX ____________________
Name of Applicant ______________________________ Phone ____________________

Address ____

Date of Birth __________________________ Place of Birth ____________________

Occupation ____

Health ____

Vision ____________________ Hearing ____________________

Marital Status ____________ Children of Applicant (sex and age) ____________

Has applicant suffered from any serious illness or accident? yes ___ no ___

Illness ______________________________ Date _____ Result ____________

Has applicant attended school(s) for formal education? ____________________

School(s) ______________________________ Location ____________________

Grade and/or Date ____

Does the applicant read or examine any magazines and/or newspapers.

Regularly? ____________________ Occasionally? ____________________

Applicant should be asked the following questions:

How did you find out about the tutoring program? ____________________

What do you think is the cause of your reading difficulty? ____________

____

Why do you want to improve your reading? ____________________

The interviewer should advise the applicant of the following:

After your application is carefully considered, you will be assigned to a volunteer tutor.

If applicant can write his signature, he should sign below:

____
Signature

ASSIGNMENT SHEET

Name of Student ______________________ Age _____ Date _______

Address of Student ________________________________

Reading Level (Oral or silent reading tests; standardized or informal)

Name of Test ______________________

Score ______________________

Chief Areas of difficulty:

If this student has special needs to be considered in scheduling, please be sure to summarize below (transportation, time, etc.):

Additional comments if necessary:

____
Interviewer

Assigned to ______________________ Days _________ Time ___________

Name ______________________ Place ___________

Address ________________________________

Telephone number _______________

CLIENT INFORMATION FORM

For Office Use:
Tutor's Name ____________________
Date Placed ____________________
Teaching Approach ____________________

Date: ______________

Name ____
last first middle

Address ____ Phone ______________

Date of Birth ____________________ Country of Birth ____________________

Languages (specify):	Read	Write	Speak
______________________________	_____	_____	_____
______________________________	_____	_____	_____

Years of School Completed: none ___ 1 ___ 2 ___ 3___ 4___ 5___ 6___ 7___ 8___
9___ 10 ___ 11___ 12 ___ 13 ___ or more ___

Employment: employed __________ unemployed ________ public assistance _________

If employed, what type of work: ___________________________

Primary wage earner: yes ___ no ___

Previous work experience ____

Reasons for starting tutoring: ____

____

Preferred tutoring times: (Specify hours) ______________________________

Mon. ______ Tues. ______ Wed. ______ Thurs. ______ Fri. ______

Sat. ______ Sun. ______

Reading Level __________

DIAGNOSTIC PROFILE FORM

NAME: ______________________________ TUTOR: ____________________

INITIAL INSTRUCTIONAL SEQUENCE: __________ DATE _______________

FINAL INSTRUCTIONAL SEQUENCE: ____________ DATE _______________

The broad areas checked below constitute the skills areas in which the learner is having some degree of difficulty. Refer to the above cited instructional level for each checked area for detailed descriptions of instructional activities designed to correct all checked reading difficulties.

PERCEPTUAL SKILLS
The learner will be able to see and hear the likenesses and differences in sounds and letters.

_______ Visual Discrimination

_______ Auditory Discrimination

WORD RECOGNITION SKILLS
The learner will be able to apply knowledge of the sounds, parts, configuration, and meaning of words to identify unfamiliar words. He will be able to master the basic sight vocabulary and extend his general vocabulary.

_______ Sight Vocabulary

_______ Word Meaning

_______ Phonic Analysis

_______ Structural Analysis

_______ Contextual Clues

_____ COMPREHENSION SKILLS
The learner will be able to understand, interpret and evaluate the words of an author.

_____ ORAL READING SKILLS
The learner will be able to exhibit efficient and effective oral reading.

_____ LIFE COPING SKILLS
The learner will be able to demonstrate proficiency and independence in coping with the demands of daily experiences.

STUDENT PROGRESS REPORT FORM

STUDENT'S NAME: ____________________ PHONE: __________

ADDRESS: ____________________ AREA: __________

INITIAL CONTACT: Date: __________ Referred By: ____________________

SCREENING DATE: ____________________

Nonreader: __________

Low-Level Reader: __________

Vision Testing: ______ Pass ______ Fail

Wears Glasses: ______ Yes ______ No

Hearing Testing: ______ Pass ______ Fail

Wears Hearing Device: ______ Yes ______ No

REFERRAL FOR VISION OR HEARING TESTING: ____________________

____

NAME OF TUTOR: ____________________ DATE MATCHED: __________

NAME OF TUTOR: ____________________ DATE MATCHED: __________

NAME OF TUTOR: ____________________ DATE MATCHED: __________

TERMINATION DATE: ____________________ LEVEL: __________

DROPPED: __________ GRADUATED: __________ OTHER: __________

STUDENT COMMENTS: ____________________

____

TUTOR COMMENTS: ____________________

____

CLIENT INFORMATION FORM

Name (Last, First, Middle Initial)	Social Security No.	Enrollment Date	IMC Area

Local Address (Street, City, State, Zip) ____________________ ____________________ Telephone:	Birthdate: __________ Male Female	Ethnic Group __________ Number in family ________ Veteran: Yes No

Farmworker Status: Migrant ________ Resident _____	Current Occupation: ____________________
Family Income: (Optional) $____________	Name of Employer: ____________________
Labor Force Status:	Address: ____________________ Telephone:

READING ACADEMY LEVEL

Oral Level I	Oral Level II	Date Assessed _____	Method
Reading Level I	Reading Level II	Date Assessed _____	Method
Writing Level I	Writing Level II	Date Assessed _____	Method

Students Personal Objective:	Class Schedule Day Time
	Monday
	Tuesday
Comments:	Wednesday
	Thursday
	Friday

Date of 100 Hour Assessment __________	Score	Changes in Objective?	
Date of 200 Hour Assessment __________	Score	Changes in Objective?	
Date of 300 Hour Assessment __________	Score	Objective Met? Yes No	Assessment Method

Comments:

Section C

Tutor Volunteer Application Forms

VOLUNTEER/TUTOR APPLICATION FORM

Name: ______________________________

Address: ______________________________ Phone ______

I would like:	Very Much	Some	Very Little
1. To work with one student			
2. To help develop materials			
3. To assist in keeping records			
4. To help with clerical duties			
5. To help with recruitment			

Have you ever served as a volunteer? __________ Where? ______________

Are you a student? __________ If yes, where? ______________________

Major ______________ Degree held if a graduate ______________

Are you employed? _______ Type of Work ______________________

Could you train some students in skills you learned on the job? _________

____

Please list the areas in which you feel you have some expertise which you would like to share:

A. Job Skills

B. Hobbies

C. Special talents

D. Areas of specialized training

Why have you volunteered to help us in Right-to-Read Adult Reading Academy?

____

How many hours can you give? ______________

When are you available?

Days ______________________________ Evenings ______________

VOLUNTEER/TUTOR APPLICATION FORM

NAME ____

ADDRESS ____

TELEPHONE __________________

EDUCATION

Institution ____

(School or Organization)

Course of study or major ______________________________

Date _______________

Degree (or Certification of competency) ____________________

VOLUNTEER SERVICES

Service ____

Date ________________

Duration ______________________________

What do you like to do in your free time? ____________________

____

____

Availability for tutoring program:

Days ____

Times ____

Please state any preference for student assignment: (Male, female, and age or reading level)

____

____

____

WORK STUDY TUTOR DATA SHEET

Name ________________________________ Sex M _____ F _____

Local Address ________________________ Telephone ___________

City and State ____ zip

Classification (circle one): Freshman Sophomore Junior Senior

Course Title and No.	Days	Time	Location	Instructor

TUTORIAL AVAILABILITY

Please indicate below the time(s) you will be available to tutor at the Reading Academy Center(s). The time(s) must be in at least three (3) hour blocks of time. Remember to allow yourself enough time to eat, study, and sleep:

I will be available for tutoring at the following time(s) ____________________

____

Also, I understand that Right to Read tutors must meet certain selection criteria and performance qualifications. These criteria and qualifications determine my selection and retention in the Reading Academy Program.

____
Signature of Tutor

VOLUNTEER/TUTOR WELCOME FORM

Dear Volunteer,

Welcome to the Academy! Your participation is the most important reason for our success! On behalf of the Reading Academy Satellite Program, we extend to you an invitation to participate in the formal training program for tutors.

Although we will continue to work with each of you individually, in the coming months we will be conducting a series of workshops for you to attend. On these occasions you will have the opportunity to learn many new skills — how to teach reading to students of varying abilities, how to diagnose reading difficulties — and to practice with other tutors those techniques you have already learned. You may also wish to become certified in any of the following designations:

—Apprentice Tutor
—Tutor in Reading for Adults
—Master Tutor of Adults

You will also have the chance to develop your own materials for adult reading, and perfect them here, at the Academy. As a tutor you will have access to the Reading Academy Library.

The tutor training program is free to you, and is designed to be of benefit and interest to you. Attached is a schedule with brief descriptions of tutor training sessions.

We look forward to working with you in our effort to help people read.

Sincerely,

Section D

Contract Forms

TUTOR/VOLUNTEER CONTRACT FORM

I, ____________________________, agree to work _________ hours a week for the next four months as a tutor in the Right to Read Program. I will attend the necessary training sessions, accept assistance and advice from the Project Director and Counselor, and attempt to tutor my students as best I can, protecting their integrity at all times.

The hours that I will be tutoring for the next six months are:

DAY	TIME	STUDENT's NAME

I am aware that the Project Director and Counselor are available to render any assistance needed and will contact them in the event any problems or questions arise regarding my tutoring.

____
NAME

____
DATE

TUTOR/VOLUNTEER CONTRACT FORM

AS A STUDENT (name)______________________________, I hereby agree to

conduct my tutoring at ____

for____hours per week for the time period of__________________________.

IMPORTANT: AS PART OF THIS CONTRACT, I AGREE TO FILE AN EVALUATION REPORT OF MY EXPERIENCE AND TO SUBMIT THE REVISION QUESTIONNAIRE TO MY FACULTY SPONSOR.

____
STUDENT SIGNATURE

AS SUPERVISOR to the above named student, I hereby agree to guide his/her work done under my direction and attempt to foster a close relationship between the work experience and the student's academic program.

____
SUPERVISOR SIGNATURE

AS FACULTY SPONSOR to the above named student, I hereby agree to monitor the Contract, assess its progress, attempt to integrate it into his/her overall educational development, and GRANT_____CREDITS for the Off-Campus experience.

____
FACULTY SIGNATURE

WE ALL HEREBY AGREE TO ATTEND A JOINT MEETING ARRANGED BY THE STUDENT IN ORDER TO ESTABLISH A CLOSE WORKING RELATIONSHIP DURING THE INTERNSHIP.

DATE______________ TIME____________ PLACE__________________________

STUDENT	AGENCY SUPERVISOR	FACULTY SPONSOR

APPROVED____
DIVISIONAL CHAIRPERSON

Section E

Attendance Record Forms

STUDENT ATTENDANCE FORM

Student's Name (Last, First, Middle Initial)	Student's Entry Level	IMC Area

Date	Hours	Date	Hours	Date	Hours	Date	Hours
Sub Total		Sub Total		Sub Total		Sub Total	
Sub Total		Sub Total		Sub Total		Sub Total	

TOTAL ____________

TUTOR/VOLUNTEER ATTENDANCE FORM

Name ______________________ Location ______________________ Report Date ______________________

Number of local site days __________ Equal to ______________ training hours.

CONTACTS:	**No.**	**Hrs.**	**WRITING:**	**No.**	**Hrs.**	**APPLICATION:**	**No.**	**Hrs.**
People	___	___	Resume	___	___	Testing	___	___
Organizations	___	___	Newspaper	___	___	Instructional	___	___
Site Location	___	___	Flyer	___	___	Other ________	___	___
Follow ups	___	___	Handout	___	___	Other ________	___	___
Telephone	___	___	Module	___	___	Other ________	___	___
Other ________	___	___	Other ________	___	___	Other ________	___	___

REFERRALS OBTAINED:

People ____________________________________

Other Agents ____________________________________

TYPES OF RESPONSES:

THINGS I HAVE LEARNED:

THINGS I AM UNCERTAIN OF:

TUTOR/VOLUNTEER ATTENDANCE RECORD

NAME ______________________ ADDRESS ______________________

PHONE ____________ TOTAL HOURS SERVED ____________

MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
September																																
October																																
November																																
December																																
January																																
February																																
March																																
April																																
May																																
June																																

TUTOR/VOLUNTEER SCHEDULE FORM

Name: ________________________________

Days and Times Available:

A.M.	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9						
10						
11						
12						
P.M.						
1						
2						
3						
4						
5						
6						
7						
8						

Section F

Client Assessment Forms

INITIAL DIAGNOSTIC INTERVIEW AND TESTING FORM

I. **OBJECTIVES**: These interviews and tests will be useful in providing data for:

- a. Placement of student in proper program, level, materials.
- b. Identification of student needs and goals.
- c. Development of instructional materials.
- d. Measuring student progress.

II. **TYPES**:

- a. Diagnostic testing to determine levels in both reading and speaking English, (not included here).
- b. Historical data (i.e., schooling, employment data, family, culture, economic level, religious affiliation, health): Student Referral Sheet.
- c. Initial Interview: see Diagnostic Interview Guidelines, E #1, pages 2 and 3.

Note: All data shall be kept confidential.

Student ____________________
Interviewer ____________________

GENERAL AREAS:

1. **WORLD VIEW:**

a. Where has student lived during life to this point? ______________

____

b. What is life like in student's culture? ______________

____

c. What educational experiences has student had? ______________

____

d. What jobs has student had? ______________

e. What was student's family like when growing up? ______________

____

f. What is student's present family life like? ______________

____

g. Does student function well in environment in which he or she is living? (travel, shopping, work, play) ______________

____

h. Does student have religious beliefs? ______________

____

i. What is student's awareness of local and national governments?

____

j. What things in present life are of significant value to student?

____

k. Has student had traumatic or disappointing experiences in past or present? ______________

____

l. What is frustrating to student at present? ______________

____

m. What joys, pleasures, satisfactions, hobbies, or friends does student have at present? ______________

____

n. Does student feel deprived in anyway? ______________________

____

o. Does student demonstrate: confidence, positive self-image, apathy, motivation, resentment, eagerness to learn, shyness or opposites?

____

____

p. Does student demonstrate any fears? ______________________

2. EXPLANATION OF FAIR OBJECTIVES AND METHODS OF STUDY:

a. Teach basic literacy skills. (Benefits to accrue. Examples of use of skills.)

b. Sequencing and pacing to student needs.

c. Sample instructional materials and lesson.

d. "Case histories."

e. Immediate results.

3. STUDENT NEEDS AND GOALS:

A. How does student view the future?

1) Educational opportunities? ______________________

2) Employment opportunities? ______________________

3) Housing conditions? ______________________

4) "Doing something worthwhile or exciting?" ______________

____

5) Care of family (if any)? ______________________

6) Ability to function in society? ______________________

7) Hobbies, pleasures, etc.? ______________________

____

B. Is there any place student would like to live? ______________

____

C. What is student's preference for job? ______________________

____

D. Does student need or desire any special skills or training?
(needed for work and/or pleasure) ______________________________

____

E. If there were no limitations on student, what would he or she choose to do?

____

4. NEGOTIATION OF TUTORING SCHEDULE AND (STUDENT/TUTOR-GUIDED) OBJECTIVES.

____

____

____

ASSESSMENT RECORD FORM

Measurement Devices	Date	Results	Remarks

Other Information

DIAGNOSTIC EVALUATION FORM

STUDENT ____ DATE __________________

REFERRED BY ____

GOALS/REASONS FOR WANTING TO READ BETTER

General Reading Performance

I. Physical factors (finger pointing, lisping, stuttering, poor articulation...)

II. Phonics Analysis	Adequate	Needs Help
A. Knowledge of letter names		
B. Initial consonants		
C. Consonant blends		
D. Short vowels		
E. Long vowels		
F. Vowel diagraphs and dipthongs		

III. Structural Analysis	Adequate	Needs Help
A. Affixes (prefixes, suffixes)		
B. Compound words		
C. Contractions		

IV. Types of Errors Made	Yes	No
A. Additions		
B. Omissions		
C. Substitutions		
D. Repetitions		
E. Hesitations		
F. Words pronounced with help		
G. Disregard of punctuation		
H. Reversals		

V. Comprehension	Adequate	Needs Help
A. Recalls facts		
B. Draws inferences		

VI. Rate (word by word, too fast...)	Adequate	Needs Help

VII. Grade Equivalency

__________________ Accuracy

______ ________ Words Per Minute

__________________ Comprehension

READING SURVEY FORM

Name ______________________________ Age ________ Grade __________
School ______________________________ Teacher____________ Date __________
Intern ______________________________ Supervisor ______________________

Test Administered   Date

Results (based upon potential)

Sight Vocabulary (recognition)
____ Above average ____Average
____ Below average
____1 grade ____ 2 grades ____3 or more grades

Word Attack
____Above average ____Average
____Below average
____1 grade ____2 grades ____3 or more grades

Comprehension
____Above average ____Average
____Below average
____1 grade ____2 grades ____3 or more grades

General Reading
____Above average ____Average
____Below average
____1 grade ____2 grades ____3 or more grades

Reading Grade Levels

	Word Recognition	Comprehension
Independent		
Instructional		
Frustration		
Capacity (Listening)		

READING SURVEY FORM - page 2

Diagnosis: (Weaknesses checked)

Abilities:

_____Vision
_____Hearing
_____Speech
_____Letter recognition
_____Sound blending
_____Structural analysis
_____Sight vocabulary
_____Letter sounds

_____Word Attack
_____Visual Disc.
_____Visual Memory
_____Auditory Disc.
_____Finding facts
_____Retaining facts
_____Relating facts
_____General Comprehension

_____Interpretation
_____Making generalizations
_____Predicting Outcomes
_____Expressing

Habits:

_____Word-by-word reading
_____Vocalization
_____Skipping words
_____Substituting words
_____Disregard for punctuation
_____Mispronunciation of words
_____Extremely slow reader
_____Inattention

_____Lip movements
_____Reversals
_____Inaccurate return sweep
_____No inflection of voice
_____Repetition of words
_____Skimming without understanding
_____Overanalytic reader
_____Guessing at meaning

Remediation Plan

READING SKILLS CHECK-OFF FORM

NAME ______________________
READING CLASS ______________

ENTERING SCORES:
VOCABULARY ____________
COMPREHENSION ________
TOTAL ______________

FINAL SCORES:
____
____
____

To the Student:
The skills that you need to work on in reading will be checked off on this sheet in our first conference. Then, as you work on these skills, you will also note this on the sheet. When you have completely learned the skill, that skill will be starred.

PART ONE: PHONICS SKILLS

SKILL	NEEDS WORK	1st LESS.	2nd LESS.	3rd LESS.	4th LESS.	COMPLETED
I. Introduction						
A. Patterned & irregular words						
B. Vowels & consonants						
C. 3 kinds of syllables						
II. Syllabication						
A. Every syllable must have a vocal vowel						
B. The 2 basic rules of syllabication						
C. Third rule: regarding blends & diagraphs						
D. Fourth rule: prefixes and suffixes						
E. R stays with its vowel						
III. Accent						
A. In two-syllable words						
B. In three-syllable words						
C. In four-syllable words						
D. In larger words						
IV. Consonants						
A. Knowing all the regular consonants						
1.						
2.						
B. Differentiating similar consonants						
1. b/d						
2. m/n						
3. f/v						
4. other						
C. Irregular consonants						
1. c						
2. g						
3. s						
4. qu						
D. 2-letter consonants						
1. diagraphs						
a. th						
b. sh						
c. ch						

READING SKILLS CHECK-OFF FORM - page 2

SKILL	NEEDS WORK	1st LESS.	2nd LESS.	3rd LESS.	4th LESS.	COMPLETED LESSON
2. blends						
a. -r blends						
br						
cr						
dr						
fr						
gr						
pr						
tr						
b. -l blends						
bl						
cl						
fl						
gl						
pl						
sl						
c. -s blends						
sc						
sk						
sl						
sm						
sn						
sp						
st						
sw						
d. tw						
e. 3-letter blends						
spr						
scr						
str						
spl						
thr						
shr						
3. Knowing the difference between a blend and a diagraph						
V. Vowels - Part I - 1 letter vowels						
A. The 5 basic short vowels						
1. ă						
2. ĕ						
3. ĭ						
4. ŏ						
5. ŭ (2 sounds)						
B. The 5 basic long vowels						
1. ā						
2. ē						
3. ī						
4. ō						
5. ū (2 sounds)						
C. y as a vowel						
1. in the middle of a word						
2. at the end of a word						
VI. Vowels - Part II - 2 letter vowels						
A. The dipthongs						
1. ow/ou						
2. aw/au						
3. oy/oi						
B. o͞o and o͝o						

READING SKILLS CHECK-OFF FORM - page 3

SKILL	NEEDS WORK	1st LESS.	2nd LESS.	3rd LESS.	4th LESS.	COMPLETED LESSON
VII. Vowels - Part III - Vowels influenced by W,L,S and R						
A. Vowels influenced by						
a. W						
b. L						
c. S						
B. Vowels influenced by R						
a. short vowels + r						
ar						
ir-er-ur						
b. long vowels + r						
are/air						
ere/eer/ear						
ire						
ure						
c. or - ore						
d. comparing r blends with vowels + r (ex.: per/pre)						
VIII. Phonetically irregular endings suffixes)						
A. The "shu" family						
B. The -le family						
C. -al = al						
D. "Sloppy" endings						
E. -tu = chu & -du = ju						
F. other:						
IX. Dictionary Symbols						
A. Long and short vowels						
B. Letters that make 2 sounds						
1. c						
2. g						
3. s						
4. ū						
C. Silent letters						
D. Syllabication & accent						
E. qu- = kw-						
F. Dipthongs						
G. Vowels with r						
X. Foreign words						
A. Greek						
1. ph=f						
2. ps-, pn- & eu-						
3. ch=k						
4. sc-						
5. y						
B. French						
1. ch=sh						
2. -gue and -que						
3. eau=ō						
XI. Irregular words						
A. Words with -gh						
B. Silent patterns (ex: kn-)						
C. -ow and -ew as in know & new						
D. commonly confused irregular words (ex.: though & through)						
E. Principles in forming irregular words:						
1. reversal						
2. sloppiness						

CLIENT INTEREST INVENTORY FORM

Name ______________________________ Date ______________

1. What sports do you like to play? (Circle the answer)
   What sports do you like to watch? (Underline the answer)

   a. Roller skating
   b. Skiing
   c. Football
   d. Baseball
   e. Basketball
   f. Swimming
   g. Bowling
   h. Horseback riding
   i. Boating

2. Do you have pets? What kinds? ______________________________

   ____

3. Do you collect things? __________

   a. Foreign money
   b. Stamps
   c. Rocks
   d. Butterflies
   e. Dolls
   f. ______________(other)

4. Do you have hobbies and pastimes? (Circle the answers)

   a. Writing letters ______________________
   b. Sewing or knitting ______________________
   c. Dancing
   d. Singing or playing a musical instrument ______________________
   e. Playing cards ______________________
   f. Working on cars ______________________
   g. Repairing things ______________________
   h. Drawing ______________________
   i. Driving a car ______________________
   j. Cooking ______________________
   k. Making things with tools ______________________
   l. Experimenting in science ______________________
   m. Going for walks ______________________
   n. Fishing ______________________
   o. Making things ______________________
   p. Other ______________________

5. Suppose you could have one wish which might come true; what would you wish for? ______________________________

   ____

6. What school subject did you like best? ______________________

7. What school subject did you like least? ______________________

8. What is the best book you ever read? ______________________

9. Do you enjoy reading? ______________________

CLIENT INTEREST INVENTORY FORM - page 2

10. Do you like someone to read to you? ________ Who? ________________________

11. How much time each day do you spend reading? ________________________

12. Did your parents encourage you to read at home? ________________________

13. What are the names of some books you have been reading lately? ____________

____

14. Do you have a card for the public or school library? ________________________

15. How many books do you have of your own? ________________________

16. How many books have you borrowed from friends during the last month? ______

(Give their titles) ____

17. How many books have you loaned to friends during the last month? __________

(Give some titles) ____

18. About how many books do you have in your home? _________ Give titles of some_

____

19. From what sources, other than your home, libraries and friends, do you obtain books?
a. Buy them ________________
b. Gifts ________________
c. Rent them ________________
d. Exchange ________________

20. What kinds of reading do you enjoy most? (Circle the answer)
a. History
b. Travel
c. Plays
d. Essays
e. Adventure
f. Science
g. Poetry
h. Novels
i. Detective stories
j. Fairy tales
k. Mystery stories
l. Biography
m. Music
n. Other ________________________

21. What newspapers do you read? ________________________________

22. What sections of the newspaper do you like best? (Circle)
a. Sports
b. Funnies
c. Stories
d. News
e. Editorials
f. Other ________________________

23. What magazines are received regularly in your home? ________________

____

24. Name your favorite magazine ________________________________

25. Name the comic books you read ________________________________

26. Where do you get your magazines and comic books? ________________

____

CLIENT INTERESTS AND ACTIVITIES FORM

Name ____ Age ________

Date ___________ Tutor _____________________________

1. When you have an hour or two to spend just as you please, what do you like to do best?

2. With whom do you like to have fun? Why? When?

3. What do you and your friends like to do together?

4. What do you like to do alone?

5. To what clubs or groups do you belong? Tell about their activities.

6. Where have you traveled?

7. What kind of movies or television programs do you like the best? Why?

8. What stories or kind of books do you enjoy the most? Why are these your favorites?

9. Do you like to read? Why or why not?

10. Tell about your home life. What do you enjoy doing with your family?

11. Describe the members of your family so that I would know them if I met them.

CLIENT INTERESTS AND ACTIVITIES FORM - page 2

12. What regular responsibilities do you have? Tell about them.

13. How do you get your spending money? What do you do with it?

14. If you could have three wishes granted, for what would you wish? Why?

15. Of what things are you afraid?

16. What things can you do better than most people?

17. If you could be someone other than yourself, who would you like to be? Why?

COUNSELING RECORD FORM

Student's Name	Student's Level	IMC Area

I. Decision and Instructional Plan

A. Short Range Goal ____________________

B. Long Range Goal ____________________

II. Outline of Instructional Plan

III. The Following May Affect Attendance:

____Employment Schedule ____Care of Other Family Members ____Physical Health

____Child Care Problems ____Transportation Problem ____Other____________ explain

IV. Counseling Record and Log

Dates	Comments	Counselor

Section G

Tutor/Volunteer Instructional Forms

TUTOR/VOLUNTEER REPORT FORM

										Name, number, and best contact time. Monthly data questions.
										How many times were you able to meet with your student this month?
										What were the reasons or problems that kept you from meeting?
										What did the last lesson cover?
										Other information. (instructional log, new materials, suggestions for ARAP, special problems, etc.)

LESSON FORMAT FORM

Date ____________________ Student ____

Place ____ Time ____________________

Student is (ready for, working on) Lesson ____________ in Skill Book ______

Specific needs of student ____

____

____

Your plans for meeting the student's needs ________________________________

____

____

After the lesson

Student completed pages _________ of Lesson ________________.

Your evaluation of the methods and materials you used to teach lesson and

to meet specific needs ____

____

____

Student's reaction, attitude ____

____

Ideas you may develop for next lesson _____________________________________

____

____
(Tutor)

LESSON FORMAT FORM

Student ______________________ Tutor ______________________ Date ______________

METHOD/MATERIALS	GOALS AND PROCEDURES	EVALUATION
Skill Books		
Language Experience Stories		
Vocabulary Development List		
Skills Development		
Reading for Fun		
Subjects to Review		
Personal Observations		
Supplies Needed		

INSTRUCTIONAL LOG FORM

Student's Name ______________________________ Tutor's Name ______________________________

Day ______ Date _____		Day ______ Date _____	
Day ______ Date _____		Day ______ Date _____	
Day ______ Date _____		Day ______ Date _____	
Day ______ Date _____		Day ______ Date _____	
Day ______ Date _____		Day ______ Date _____	

TUTOR/VOLUNTEER LOG FORM

Name of Tutor (last, first, middle initial)	Telephone	Area
Address (Street, City, State, Zip)	Group Representing	

Date	Number of Hours	Student Tutored	Content or Method

Section H

Evaluation Forms

TUTOR/VOLUNTEER SELF-EVALUATION FORM

(A)

Scale for Checklist

5 - always
4 - almost always
3 - often
2 - sometimes
1 - never

CHECKLIST

1. My instruction contributed to the general objectives of the program. 1 2 3 4 5

2. Instruction is consistent with program objectives. 1 2 3 4 5

3. Instruction in courses includes basic concepts related to current reading practices. 1 2 3 4 5

4. Instruction is directed toward students' learning objectives. 1 2 3 4 5

5. Individual differences of students are considered in determining instruction. 1 2 3 4 5

6. Individual differences of students are considered in planning and conducting classes. 1 2 3 4 5

7. Teaching methods used in the program are currently recognized as being among the most acceptable in achieving desired outcomes. 1 2 3 4 5

8. An effort is made to adapt instruction to changes taking place in the community. 1 2 3 4 5

9. Classroom work is related to on-the-job experiences of students. 1 2 3 4 5

10. Students with appropriate aptitudes are encouraged to continue their education through the diploma, GED, vocational, TEC, or college programs. 1 2 3 4 5

11. Practice is provided for locating, applying for, and being interviewed for prospective employment. 1 2 3 4 5

12. I attend program workshops held during the year. 1 2 3 4 5

13. Students are helped to reach their goals in a progressive way by careful planning of classroom activities. 1 2 3 4 5

14. As instructor, I:

a. Show interest in student's outside activities 1 2 3 4 5

b. Give guidance to students in other endeavors when requested. 1 2 3 4 5

c. Show interest in absent student. 1 2 3 4 5

d. Provide personal consultation with students concerning their progress. 1 2 3 4 5

e. Provide supplementary materials for use by students. 1 2 3 4 5

f. Provide ample time for independent study. 1 2 3 4 5

g. Utilize audio-visual materials and equipment. 1 2 3 4 5

h. Help plan for and am active in staff meetings. 1 2 3 4 5

i. Use assistance of professional personnel. 1 2 3 4 5

j. Have added to my professional growth by the following methods:

--Joining and participating in professional organizations. 1 2 3 4 5

--Being aware of recent adult education and reading research 1 2 3 4 5

--Reading professional literature and journals. 1 2 3 4 5

--Attending available workshops and conferences. 1 2 3 4 5

--Taking organized adult education and reading courses. 1 2 3 4 5

k. Development of class standards for attainment are based individual abilities. 1 2 3 4 5

Evaluations:

(B)

Scale for Evaluation

5 - excellent
4 - very good
3 - good
2 - fair
1 - poor

a. My planning and preparation for instruction is adequate. 1 2 3 4 5

b. My instruction is adapted to the needs of individual students. 1 2 3 4 5

c.	Resources from the local community are used as needed.	1 2 3 4 5
d.	My teaching methods in the program are appropriate.	1 2 3 4 5
e.	The content of my course offerings is appropriate to needs of adult students.	1 2 3 4 5
f.	My holding power is good.	1 2 3 4 5
g.	I help students to attain their objectives or goals.	1 2 3 4 5
h.	I have met the needs of my students.	1 2 3 4 5
i.	I prefer to evaluate my own professional performance.	yes no
j.	I would prefer to have a program official to evaluate my professional performance.	yes no
k.	I would prefer to have a fellow tutor/volunteer evaluate my professional performance.	yes no
l.	I would prefer a committee of fellow staff to evaluate my professional performance	yes no

EVALUATION OF TUTOR/VOLUNTEER TRAINING FORM

1. What I liked most about the training was:

2. What I liked least was:

3. The thing I would like you to change or add to the training sessions is:

4. Was the length of training satisfactory?

   Just Right _____ Too Long _____ Too Short _____

   Comments:

5. What time arrangements would you have preferred? (check one)

   4 evening sessions 7 - 9 p.m. _______

   3 evening sessions 7 - 9:45 p.m. _______

   1 Saturday session 9 a.m.-5 p.m. _______

   1 Saturday session 9 a.m.-3 p.m. and
   1 evening session 7 - 9 p.m. _______

   Other _______________

6. Are you now enthusiastic about continuing in the Right-to-Read program?

   yes _____ no _____

   If no, why not?

TUTOR/VOLUNTEER PREFERENCE FORM

I would prefer to work with students who are: (check one or more)

beginners ______ not bad _____ pretty good _____

I would work best with people who are: (check as many as apply to you)

male_____ female _____

age 16-25 _____ age 26-40 _____ age 41+ _____

black _____ white _____ Spanish surname _____

mentally retarded _____ normal _____ bright _____

Other characteristics I prefer: ______________________________________

I can work with:

1 student _____ 2 students _____ 3 students _____

The days and hours I have available for tutoring are: (Be specific. The Right-to-Read center will be open Mon. & Wed. 8:30 a.m. - 8:00 p.m.; Tues., Thurs., & Fri., 8:30 a.m. - 5:30 p.m.; Saturday, 10:00 a.m. - 12:30 p.m.)

I am interested also in doing other things for the Right-to-Read program: (check as many as apply to you)

art work ______________
developing instructional materials ______________
publicity and public relations ______________
recruitment of volunteers ______________
recruitment of students ______________
typing and/or clerical work ______________
other ______________________ ______________

I prefer that inservice training sessions be held (check one)

1 evening session per month ______________
1 Saturday morning session per month __________
Alternate evening & Saturday sessions __________
Other preference _____________ ______________

NAME ____________________________________

CLIENT EVALUATION FORM

NAME ____

Male __________ Female __________

Age Group:
16-25 __________ 26-30 ________ 31-40 __________ 41-50 __________ Over __________

1. How many months have you attended the Community Reading Academy?

2. How many hours a week do you attend?

3. Why did you decide to attend:

   a. Learn to read __________
   b. Basic learning skills __________
   c. Academic credits __________
   d. Self-improvement __________
   e. Social __________
   f. Other __________

4. How do you rate your experience:

   a. Very helpful __________
   b. Fairly helpful __________
   c. Unpleasant __________
   d. Waste of time __________

5. Last grade officially completed: (circle appropriate number)

   1 2 3 4 5 6 7 8 10 11 12

6. Your preference for the number of class meetings per week: (circle appropriate number)

   1 2 3 4 5 6

7. Your preference for the days of the week: (circle appropriate day or days)

   Monday Tuesday Wednesday Thursday Friday Saturday

8. Your preference for the starting class time: (circle appropriate time or times)

Morning	Afternoon	Evening
9:00 AM	12:30 PM	5:30 PM
9:30 AM	1:00 PM	6:00 PM
10:00 AM	1:30 PM	6:30 PM
10:30 AM	2:00 PM	7:00 PM
11:00 AM	2:30 PM	7:30 PM
11:30 AM	3:00 PM	8:00 PM
12:00 M	3:30 PM	8:30 PM
	5:00 PM	9:00 PM

1. I am attending classes regularly. yes ____ no ____

2. I am working toward a goal. yes ____ no ____

3. I am developing good study habits. yes ____ no ____

4. I am spending time outside of class studying. yes ____ no ____

5. I am telling others about the program. yes ____ no ____

6. I think I am making progress. yes ____ no ____

7. I have more confidence in my ability to learn. yes ____ no ____

8. I participate freely and express opinions in class. yes ____ no ____

9. I am confident in my ability to go out and use new knowledge and skills I have learned. yes ____ no ____

10. I am changing my attitude as a result of our group discussion. yes ____ no ____

11. I am more cooperative in accepting responsibilities. yes ____ no ____

12. I am beginning to set goals for myself since entering the Right-to-Read program. yes ____ no ____

CLIENT ATTITUDE FORM

Name ________________________________ Date ______ Grade ________

1. Today I feel ________________________________
2. When I have to read, I ________________________________
3. I get angry when ________________________________
4. My idea of a good time ________________________________
5. I can't understand why ________________________________
6. I feel bad when ________________________________
7. I wish teachers ________________________________
8. To me, books ________________________________
9. To me, books ________________________________
10. I like to read about ________________________________
11. On weekends, I ________________________________
12. I don't know how ________________________________
13. I hope I'll never ________________________________
14. I wish people wouldn't ________________________________
15. I'm afraid ________________________________
16. Comic books ________________________________
17. I am at my best when ________________________________
18. Most brothers and sisters ________________________________
19. I'd rather read than ________________________________
20. When I read math ________________________________
21. The future looks ________________________________
22. I feel proud when ________________________________
23. I like to read ________________________________
24. I would like to be ________________________________

25. For me studying ______________________________

26. I often worry about ______________________________

27. I wish I could ______________________________

28. Reading science ______________________________

29. I look forward to ______________________________

30. I wish someone would help me ______________________________

31. I'd read more if ______________________________

32. Special help in reading ______________________________

33. Every single word is ______________________________

34. My eyes ______________________________

35. The last book I read ______________________________

36. I read better than ______________________________

37. I would like to read better than ______________________________

ORIENTATION MEETING EVALUATION FORM

1. Were the purposes of the meeting clear to you? yes ____ no ____

2. Did the meeting successfully attain its stated purposes? yes ____ no ____

3. Did the Right-to-Read film enable you to better understand the seriousness of the reading problem in the United States? yes ____ no ____

   If no, why not? ____

   ____

4. Was the lecture presentation clear and understandable? yes ____ no ____

   If no, why not? ____

   ____

5. Was the session helpful to you in terms of understanding the nature and content of future meetings? yes ____ no ____

6. Did the "application form" enable you to understand one technique for acquiring information about literacy students? yes ____ no ____

   Comment: ____

   ____

7. Was the time of the meeting convenient? yes ____ no ____

   If no, what other time would be convenient for you? ______________

   ____

8. What other comments would you make which would enable us to improve the Reading Academies' meetings?

   ____

   ____

____
Signature

Section I

Exit Forms

EXIT INTERVIEW FORM

Student's Name	Student's Entry Level	IMC Area
Date of Exit Interview	Interviewer's Name	Teachers Name

A. Usefulness of Program

Student's Remarks

B. Quality of Instruction

Student's Remarks

C. Effectiveness of Teacher and Tutor

Student's Remarks

D. Additional Comments

Student's Signature   date

Interviewer Signature   date

EXIT RECORD FORM

Name ____________________ Date ____________________ Date of Birth ____________________

Address ____________________ Phone ____________________ Age at Enrollment ____________________

____________________ Social Security No. ____________ Sex ________

TOTAL NUMBER OF HOURS STUDENT ATTENDED ______ RIGHT TO READ CENTER ____________

TUTOR: ____________

Race/Ethnic Group

- _____ Black
- _____ Spanish Surnamed
- _____ American Indian
- _____ Oriental
- _____ Other

At entry, the student was

- _____ unemployed
- _____ employed
- _____ receiving public assistance

As a Result of his Participation in ABE, the Student ....

- ____ Achieved eighth grade diploma through program
- ____ Enrolled in high school diploma program
- ____ Passed GED
- ____ Graduated from high school after starting in adult education program
- ____ Enrolled in other education/training program (employee development, college, business or technical institute, correspondence or other Federal, State, or local manpower programs)
- ____ Discontinued public aid
- ____ Obtained a job
- ____ Changed to or was upgraded to a better job
- ____ Registered to vote for the first time
- ____ Received U. S. citizenship
- ____ Received Driver's License
- ____ Received training in completing income tax forms
- ____ Other (specify) ____________________

REMARKS: ____________________

____

TEST(S) ____________________ DATE(S) ____________________

RESULTS: ____________________

Instructional Level (at entry)	Starting Level	Completed Level at which he started	Separated from level (dropped out before completion)
Beginning (0-4)			
Intermediate (5-8)			
Advanced (9-12)			

Reason for Separation

____ To take a job (unemployed when entered)
____ To take a better job (employed when entered)
____ To enter another training program
____ Met personal objective
____ Lack of interest
____ Health problems
____ Child care problems
____ Transportation problems
____ Family problems
____ Because of the time class is scheduled
____ Other (specify)
____
____ Unknown

Site and Time

Location	Daytime	Evening
School Bldg. Elem.		
Junior High		
Secondary		
Comm. College		
Junior College		
Voc-Tech		
Learning Center*		
Correctional Institution		
Hospital		
Work Site		
Other		

*Adult instructional settings featuring (a) extensive use of programmed instruction, (b) flexible participant scheduling and attendance, and (c) being open for extended periods of time and on a daily basis, e.g., 9 a.m. to 5 p.m. In cases where learning centers are found in any of the other types of locations listed, participants should be counted as attending learning center, not the other types.

REMARKS:
____
____
____
____

Evaluation

Karl Schneider

Use and Interpretation of Data

Student/Subject Goal Attainment

Attainment of Program Goals

166

Use and Interpretation of Data

Essential components of an evaluation are: baseline information (gathered early in the program); change information (gathered as students move through the program, or leave); and follow-up information, gathered after students have been out of the program for a time.*

Follow-up information involves the relation of remedial education to overcome survival skill deficiencies. Such information includes the following:

Job application and/or resume
Social Security card; birth certificate
Filed income tax forms
Completed admission and financial aid forms
Passed driver's license questions or understood mass transit schedules
Recited background data (dates, places of employment) in role-playing situations, and then real interviews
Obtained employment and/or admission to education or training institution

Evaluation is most effective when (a) it is incorporated into a project from the very beginning, rather than imposed on it at the end; (b) it is seen as a feedback and support tool, not simply as criticism; (c) it is used to clarify both administrative and learning processes; and (d) it keeps track from the outset of essential information on each student, permitting both individual student assessment and profiles and discussion of trends in program effectiveness. The following areas are important to consider.

1. Data Collection: Processes

a. Decide early what information is essential and collect it from the beginning; you will not be able to recall it or catch up later.

b. Keep records up-to-date each month, or the amount of detail will become overwhelming.

c. Prepare a preliminary information-collecting form at once; revise it after a few months (1) to incorporate items originally omitted but now clearly needed, and (2) to drop information not needed.

d. If you are using a number of forms, review the need for them at intervals. Often they can be combined to reduce time and costs.

e. At the latest by the end of one year, draft your final information-collection form in a format which can be directly punched onto IBM computer cards (see attached sample); after one year you will probably have more students than you can keep track of efficiently by hand, and as the project continues you will need easy access to increasing amounts of information from early years for comparison. At least provide for this possibility by keeping early information easily accessible.

2. Data Collection: Content

You will need to establish baselines on which to evaluate the competency and progress of your students.

a. Certain items are obviously indispensable.

demographic information—age, sex, race of clients
skill level—reading, writing and other subjects in which students are being tutored.
survival skill abilities—APL (Adult Performance Level) consumer economics, occupational knowledge, health, government and law, community resources
grade level—formal grade level of the student (as opposed to his true skill level)

If you have a bilingual population you will need to determine level of English proficiency; reading levels in English and the native language; any information which is specific to the students in your program area; dates on which student enters and leaves the program; attendance records on each student.

b. General Data:

The number of students enrolled initially; the number of students completing an instructional module, (defined by a stated length of time); the number of students completing instructional units, (i.e. 60 hours); the reasons for dropouts; the number of students who continued their education elsewhere, include on-the-job training; student, teacher and volunteer responses; the most commonly used materials; record Entry Reading Level; informal diagnostic reading scale;

c. Information needed to clarify any processes you have specified as contributing to change in students as a result of your program (e.g., if you have specified a change in the student's self-image as a result of improved literacy skills, you will need to test his self-image early and late in the program).

d. Information needed to follow up on the students after they leave the program (home address, job address, and note of any other program to which the student is referred).

e. If your program is a part of a larger program, you will need the basic data outlined in 1 (a), (b), and (c) for persons who do not participate in your program. This will give you a basis of comparison (a) to

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*Readers interested in a more sophisticated discussion of the essentials of evaluation are referred to: *Application of Methods of Evaluation*, by Hyman, H.H., Charles R. Wright, and Terence K. Hopkins, Berkeley, University of California Press, 1962.

help describe your students, and (b) to describe selection processes which may be biasing entry from the host program into your program. If you do not have such a comparison group, you might consider comparing your results with those of similar programs in your area.

3. Tailoring the Evaluation to Your Program

a. Each program is different. Consider how the special characteristics of your program may affect such areas as:

- — length of time students are available to the program;
- — special population characteristics or attitudes that will affect your results (e.g. an older student population may have less chance of employment after improving their literacy skills, than a younger group)
- — the goals of your students—is the GED a common goal, a realistic one, a necessary one, or what do you suggest as an appropriate standard of achievement by which you will measure the "successes" and "failures" of your program?
- — what are the abilities and limitations of your personnel?

Accentuate the possible when shaping your program, don't set impossible goals. Evaluation consists of showing where your results fall on a line between the realistic maximum and minimum which can be expected from your program.

b. Is your student population homogeneous, or can you expect more from one subgroup than from another? Identify recognizable subgroups early; if your goals for them are different, perhaps your work with them needs to be different.

c. Consider a student self-survey or a teacher self-survey administered periodically to ascertain what is helpful and not helpful, what changes they would like to see, what are the areas of strength and weakness.

4. Change and Follow-Up Information

Change information needs to be related directly to the information you have collected as baseline. If you have used one standardized test of reading level on entry to the program, try to avoid using another test for comparison purposes. Use a test which has a different form of the initial test. The same applies to measures of each skill you have proposed to change.

The amount of change you find needs to be related to the investment that the student has made in the program (and that you have made in the student). This means that the length of time the student has been in the program, and his attendance pattern, should be related to his changes.

Follow-up information needs to be directly descriptive of the ultimate change you have set out to make in the student's life. That is, if you have set out to make the student fit for a job, or for a better job, you need to document whether or not he got and kept that job after leaving your program.

5. Feedback between Program and Evaluation

Evaluation is not a threat to your program, nor is it an afterthought. It is a tool available to you throughtout the life of your program; it will help show you what progress you are making towards your goals, how to clarify them and modify them if need be, and may identify the processes by which you are reaching, or failing to reach, those goals before too much of the year has gone by.

It is to your advantage to keep the evaluation closely tied in with the practical work of the program. Have your evaluator attend staff meetings, volunteer training, and Community Task Force meetings whenever possible. Statements are made and goals are set in these meetings which may reveal new directions being taken, or assumptions being made which need to be questioned in relation to their likely consequences. It is far better for the evaluator to raise such issues on the spot, and to have this information available at once, than to wait until later when their implementation will have created longer-term consequences.

Conversely, your evaluator will be more realistic and his work more flexible and appropriate to the developing needs of your program, if he receives constant information and feedback from other staff.

Student/Subjective Goal Attainment

Students and the volunteer tutor/teacher have discussed the interest and needs of the student and have evolved a prescription plan.

Such a prescription plan includes the following steps:

1. List the needed skills in sequential order.
2. Relate the needed skills to the student goal.
3. Indicate materials to be used for instruction; supplemental materials or those for program change.
4. Review assigned tasks with the students.

It is helpful if the student is guided to set limited goals. This is important to build in the success of achievement in order to facilitate the move to more difficult goals.

Individual levels and interests vary. The initially stated goal, i.e. "to get a GED" is for the basic reader too distant a goal. Reading the daily paper or traffic signs or a driver's manual may be more realistic and within reach.

After the prescription education plan is discussed with and accepted by the student, the instructional phase begins:

When the prescription plan areas are completed a program posttest is administered and the results are reviewed. As the student completes an area successfully he/she is ready for another area.

Student/subjective evaluation is facilitated by a checklist or an informal list of skill tasks which have evolved from the early prescription diagnosis.

Aspects of the Student/Subjective Evaluation

1. Students will be asked to evaluate what is helpful and not helpful, attendance, development toward good study habits, feelings of confidence about ability to learn, ability to express self verbally, improves after reading self-feeling of confidence. Sharing the learning experience with others—are all factors which might be included in a checklist. A scale or range from 1-5 may record responses.
2. Students may be asked to indicate what changes they would like to see in their program.
3. Students may indicate their strengths or areas of mastery along with areas needing improvement. This material may be termed a survey of students subjective performance indicator.
4. Students may check off completion of skill tasks: ability to complete job application, ability to read instructions, ability to write a paragraph, ability to use the dictionary, and mastery of sight words on Dolch Basic Word List.

It may also be desirable if the volunteer tutor/teacher would also complete a teacher self-evaluation periodically, to see what is helpful and not helpful and what changes they would like to see. (See section on Forms)

Attainment of Program Goals and Objectives

In measuring the attainment of program goals, refer to the project objectives. Express the project objectives in measurable terms.

1. Establishing Program Goals in Objective Terms

Though it is difficult to express the objectives in the affective area, seek to express the objectives clearly. The project objectives should clearly express *what* is to be accomplished, *for whom, when* (time frame) and *how* the accomplishment is to be measured.

Some examples are given below:

> "Thirty percent of the participants will have gained two grade levels upon the completion of six months of instruction, as determined by standardized tests."
>
> "Seventy-five percent of the participants recruited by the program will complete six months of reading instruction during the project period, as recorded by the tutor."
>
> "The program will recruit an average of three new volunteer tutors each month of the year____ as demonstrated by their service to the project."

2. Concerning Instructional – Cognitive and Affective and Product Objectives

Additional examples of instructional-cognitive and affective objectives and product objectives are provided below:

INSTRUCTIONAL OBJECTIVES (Cognitive)

1. Adult nonreaders to read for the first time.
2. Adults to increase their reading abilities the equivalent of two grade levels in a period of 10 months.
3. Volunteer and paid supervisory and teaching staff to increase their job-related skills in such areas as:
   - a. the reading process
   - b. diagnosing reading abilities
   - c. utilizing instructional methods and techniques
   - d. selecting, preparing, and using instructional materials
   - e. recruiting students
   - f. counseling and referral services
   - g. supervision of personnel
   - h. recordkeeping and other administrative tasks

Instructional Objectives (Affective)

Affective behaviors in clients may be observed in each of the instructional formats; tutoring; small group discussion and individually prescribed program learning.

Behaviors for observation of staff

1. Does the learner listen attentively to different types of volunteer reading?
2. Does the learner complete all reading assignments?
3. Does the learner voluntarily read magazines and newspapers?
4. Does the learner find pleasure in reading for recreation?
5. Does the learner use reading as a tool for self-education?

Product Objectives

1. To develop or adapt instructional materials directly related to the background and interests of the target population.
2. To develop a diagnostic system for assessing student needs for reading instruction.
3. To develop a "packaged" training program for volunteer tutors and recruiters to be used in the proposed project and related future projects.

3. Concerning Process Evaluation and Impact Outcome

Another approach to understanding the attainment of program goals is to speak in terms of a process evaluation and impact outcome.

Process evaluation includes establishing the following definitions:

1. Definition of the tutoring relationship—time invested, cognitive and affective elements involved.

2. Definition of a "unit" of input by which results are to be measured. These will include numbers of tutors, students, hours of tutoring (gross and per resident).

3. Definition of dilemmas, transitions and breakdown points. How does the system set up feed into the various continuation options (a) continuing education with other adult education programs in the community (b) vocational rehabilitation opportunities (c) reentry to job and community? What is its specific contribution to each of these? At this point, we can only note that such points will be of special interest in the ongoing process of modifying the system.

4. What is the learning process of (a) volunteers (b) the community?

Impact outcome includes establishing the following measures:

1. Services delivered (in units of input). We include here an assessment of the numbers of tutors involved, and the degree to which they have absorbed the training.

2. Academic scores; pre and postmeasures. (Informal diagnostic measures and standardized tests).

3. Behavioral and affective scores, ability to own and confront own disability, ability to compete in job market, ability to use learned skills in job situation, etc.

4. Changes in self-concept and the relationship of these changes to behavioral and learning improvements.

4. Establish a Timetable for Project Objectives

List the various project objectives: product, instructional, operational; and indicate the appropriate time period for attainment. This timetable will assist the project director in management and review of the objectives and their movement toward attainment.

Once project goals are stated in clear and objective terms and a timetable is assigned, the evaluator needs to examine the data about the student, to identify the ongoing processes and the content of the program and to examine the strengths, weaknesses and failures of the program.

5. Use of Evaluation to Identify Ongoing Processes

Use your evaluation not only to establish baseline and change measures, but to identify and help explain the processes by which you affect these changes.

Change in the self-image of the student is an example of a stage in the change process for students. This is an important element which you may want to incorporate into your evaluation. Or, you may feel that in your particular program, other stages along the road to literacy are important. Identify, and document these stages if possible.

Evaluation also helps identify administrative sequences and their effect on the program. In clarifying these, roadblocks to smooth functioning of your program may become visible. For example, analysis of the methods by which volunteers are recruited, trained and integrated into the program is an essential piece of the evaluation of the volunteer contribution. Discussion of the stage of "intake" into the program at which it is best to begin keeping records, may clarify how some students fail to reach that stage of "intake." Again, the contribution of your evaluating staff in regular staff meetings and problem-solving sessions will help to define such essential processes; evaluators will find it helpful to raise such clarifying questions to other staff.

6. Reentry and Follow-Up

It is important to identify, beyond the changes made by students while they are in your program, the degree to which these changes are of practical benefit to them after leaving. Specifically, the translation of literacy skills into job skills needs to be documented.

You will need to know (a) which of your students are employed on entry to the program, and the level of that job (measured as level of skill and/or level of salary); (b) whether they are employed after leaving, and the level of skill and/or salary at which they are employed. Changes in employment status are the ultimate test of the viability of your program.

To obtain this vital information, it is essential to keep track of old students by obtaining "tracking" information, i.e. home address, job address, information on a program to which a person is referred.

7. Evaluating the Context of Your Program

Whether your program is part of a larger rehabilitation program, or stands on its own, it is important to bear in mind the effects of the context on the program, and vice versa. If you are part of a larger organization, does it help, hinder or otherwise change procedures in that organization? For instance, if it is part of a treatment/rehabilitation program, is there an improvement in treatment retention rates of the literacy program students when compared to other nonstudents of the institution? It may be also that the larger program, or the community in which you operate, unavoidably sets limits to the capacity or the functioning level of your program. While these cross-effects are hard to measure, it is important for an overall description of the program to bear them in mind.

8. Identify and Repair your Failures

Every program will have students with different skills and capacities, and every program will have its successes and its dropouts. Take an honest look at your weakest students and your dropouts, as well as your successes, and try to identify who they are, using the information you have collected early in the program. You may find there is a pattern to your successes and failures which can be changed by administrative improvements.

Work through the processes by which you try to retain students, and see if these need to be modified for the weaker ones. This is another way in which constant feedback with evaluation staff can identify problem areas and raise the overall standards of your program.

9. Identify potential students you fail to reach

If possible, identify potential students in your community who fail to enroll in the program. Talk to some of them or use a survey form to find out why. There may be practical problems you can help resolve, or fears and inhibitions you can help these people overcome. This will help you understand how effective your particular program is as a community resource.

10. Use of Consultants for Evaluation

An outside consultant is probably necessary to evaluate the project. The consultant should check at least monthly that the data is being collected and recorded properly. A data clerk or administrative assistant is necessary to handle such details.

The evaluation consultant or evaluator is also responsible for the date interpretation. The project director also receives periodic reports from the evaluator, which serve to keep the project director alert to the project objectives and the timetable necessary for each objective.

Some Standardized Tests used by Reading Academies

1. Reading Evaluation—Adult Diagnosis Test by Ruth Colvin, Follett Company, Chicago, Illinois, 1972.
2. Gates-MacGintie Reading Test, (Survey D, E, 1965, 1972, Teachers College, Columbia University).
3. SelectABLE, ABLE (Adult Basic Learning Exam) by Harcourt, Brace, Jovanovich, Inc.

Other Progress Tests

4. Informal Reading Scale
5. Employee Aptitude Survey (Psychological Services, Inc.)

6. School and College Ability Test (Educational Testing Service)
7. G.E.D. Test
8. A.B.R.I. informal (published) reading assessment for functionally illiterate adults
9. Informal Reading Test, Michael O'Donnell, Right to Read
10. Adult APL Survey published by The American College Testing Program
11. Reading/Everyday Activities in Life, REAL
12. Wide Range Achievement Test
13. Individual Reading Placement Inventory (Follett)

Resources

Hyman, H.H., Charles R. Wright, and Terrence K. Hopkins, *Application of Methods of Evaluation*, U. California Press, Berkeley, Ca. 1962.

Nafziger, H. Dan, R. Brent Thompson, Michael D. Hiscox, Thomas R. Owen. *Adult Literacy: An Evaluation of Currently Available Instruments* by Assessment Projects of NW Regional Educational Laboratory, 710 S.W. Second Ave., Portland, Oregon 97204. 1975.

(Standardized test results are examined in the four crucial areas:

1. measurement validity—standardizing requirement
2. examinee appropriateness—clinical requirement
3. technical excellence—standardizing requirement
4. administrative usability—feasibility requirement.)

Continuation Strategies

Laural Adler

Introduction

Building Community Support Prior to Last Year of Funding

Alternative Full Funding Strategies

Alternative Support Funding Sources

Checklist

Bibliography

Introduction

The purpose of this chapter is to explore various alternatives available to insure continuation of a publicly supported adult literacy program after its last year of funding. It's likely that most programs would wish to continue the activities of the project after funding if it were possible. The following sections will present a variety of alternative funding sources, full funding possibilities as well as support funding.

Building Community Support Prior to Funding Termination

Establishing strategies for continuing funding should begin as early in the operation of your project as possible. Don't wait until the last year of funding to begin looking for alternative sources of support. Your chances for survival beyond the funding period will be much better if you have spent the last years building a base of support within your community. One way to encourage community agency support of your program is to actively involve yourself and other staff members in the support of the targeted agencies. Your participation in agency advisory councils is a good way to build communication, and keep your program in the public eye. Attending city council meetings and local school board meetings will also help to keep you in contact with leaders of your community and with their perceptions both of community needs and sources of possible support. If community organizations and agencies have come to depend upon the services of your program, they will be anxious to help you find alternative sources for continuation.

The following are examples of community organizations and agencies with which adult literacy programs should develop a strong supportive relationship. Many of these have potential for providing at least partial funding support to enable the program to provide services beyond its funding period. (Not all organizations will be found in all communities.)

- existing adult education/ABE programs
- vocational education programs
- Department of Health Services
- Community Center Programs
- YWCA
- YMCA
- Men's Service clubs (Kiwanis, Rotary, etc.)
- Local women's clubs
- Association of American University Women
- Business and Professional Women's Clubs
- Local Chamber of Commerce
- Law Enforcement Agencies
  - Youth Authority
  - County Probation
  - local police or sheriff
- Church groups
- Department of Public Social Services
- Department of Rehabilitation
- Local CETA programs
- PTA
- Local Public Schools
- Local counseling services
  - drug
  - alcohol
  - marriage and family
  - vocational
- Local Voluntary Action Center
- Local universities and colleges
- Laubach Literacy Councils
- Literacy Volunteers of America

Alternative Full Funding Sources

The following is a list of alternative funding sources and where to write to obtain more information.*

FUNDING SOURCE	WHERE TO WRITE
Adult Basic Education program	State Department of Education
309 demonstration projects	State Department of Education
ESEA Title IV C exemplary/ incentive grants	State Department of Education
O.E. National Diffusion grants (requires OE validation)	U.S. Office of Education
Private Foundations (*The Foundation Directory* has the most comprehensive list. price—$20.00)	Foundation Center Columbia University Press, New York, N.Y.
CETA funding	Write State employment office for local prime agent sponsors
General Revenue Sharing	Local county government/ Board of Supervisors
Vocational Education projects	U.S. Office of Education
National Institute of Corrections	NIC—Dept. of Justice, Washington, D.C.
Law Enforcement Assistance Administration	LEAA Washington, D.C.
Women's Educational Equity Program (general grants)	U.S. Office of Education
Consumer's Education Program	U.S Office of Education

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* For ongoing funding information read the *Federal Register*

Alternative Support Funding Sources

The following are possibilities of support funding. While these programs may not fully supplant the funds, they have the possibility of contributing valuable resources and support to your program, and may be combined with other funding sources to keep your program alive.

Funding Source	Where to Write
College Work Study (you contract with a college for work study employees. You pay 25 percent of the worker's salary, the work study, program pays 75 percent)!	local university or college
Neighborhood Youth Corps (NYC) provides youthful workers at no cost to project	write state employment office for local prime agent
Phi Delta Kappa (provides small grants)	your local chapter
Women's Educational Equity (small grants section)	U.S. Office of Education
Many of the community agencies listed in Section One.	Local agency branch

Checklist

HAVE YOU

explored all the community agency resources in your area? ____________

involved you and your staff in agency advisory councils, public meetings, service club meetings, etc? ____________

written to appropriate full funding sources for information on applicant qualifications, and proposal requirements? ____________

explored appropriate support funding sources which would be of value to your project? ____________

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FOUNDATIÓN DIRECTORY, edited by Marianna Lewis, Foundation Center, Columbia University Press, New York, N.Y., 1975 edition.

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